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By-Novak, Ruth V.

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This comprehensive study incorporates as many characteristics as possible of 352 students in this agricultural region, an area much influenced by Mexican culture and by several other ethnic groups. The data came from student questionnaires, registration cards, and high school transcripts. With tables, discussion, and summary, the survey covers the main categories of (1) general information, (2) family characteristics, (3) economic status, (4) cultural background, and (5) education. The categories respectively include (1) birthplace, sex, age; length of residence in the valley and in which area; military, marital, and citizenship status; racial or ethnic origins; (2) parents' birthplace, citizenship, marital status, and education; place of residence, number and age of siblings; home language; parental social attitudes; (3) occupation and income of parents; hours of employment, expected earnings, and financial obligations of students; housing; contributions to family funds; transportation; sources of financial support; government assistance; (4) attendance at cultural events; travel outside the area; recreation; participation in community or school activities; church affiliation and attendance; (5) high school background (where attended, grades, reactions to); junior college (reasons for attending, selection, source of information, parental attitudes, expected satisfactions and problems); educational goals (general goals, objectives by ethnic group, majors). Eight recommendations are made. (HH)

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THE IMPERIAL VALLEY COLLEGE FRESHMAN

A Demographic Study of the Full-Time Day Students
Who Attended College for the First Time
in the
Fall Semester, 1968

Ruth V. Novak

Dean of Counseling

Imperial Valley College, Imperial, California

NDEA Institute for College Student Personnel Workers

Michigan State University

1968-1969

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 27 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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THE IMPERIAL VALLEY COLLEGE FRESHMAN

A Demographic Study of the Full-Time Day Students
Who Attended College for the First Time
in the Fall Semester, 1968

INTRODUCTION

Imperial Valley College is a public junior college which serves Imperial County, California, a forty-five hundred square mile area which is located at the south-west corner of the State. The County has a population of only sixty thousand, but ranks fifth in the nation in agricultural production, and is a popular recreational area during the fall, winter, and spring months.

The inhabited and cultivated district from which the students come is located in the center of the Colorado desert which isolates the towns and college in the midst of open spaces which dip to 235 feet below sea level and are rimmed by distant mountains. The economy of the area could not exist without the waters from the All American Canal, as rainfall is very scarce and the only inland body of water, the Salton Sea, is known for its salinity. Mexico is at the southern border of the County, and the City of Mexicali, the capitol of the State of Baja California, joins with the city of Calexico, California, to form a segment of the population oasis in the desert.

The location is one which offers many advantages and many limitations.

The Imperial Junior College District was established by the citizens of the County in 1959 by an overwhelming vote of twelve to one which reflected the need and the interest of the community in higher education.

The college opened its doors on a temporary campus in 1960 with an enrollment of 850 students, moved to a permanent location in 1962, and is currently serving over 2000 students. It offers the first two years of college to transfer students, certificates and vocational degrees to technical students, and a program of enrichment to any adult in the community who can profit from instruction.

The college serves seven high school districts; and students drive to the campus from the cities in the county, from the rural areas, from the mountains to the west, and from across the Mexican border.

It is a college of contrasts and at the same time a college whose student body is made up of a seemingly well-amalgamated group, the members of which accept each other and are cohesive in their desire for an education.

PURPOSE

The purpose of this study is to present a comprehensive picture of the fall semester full-time 1968 freshman students at Imperial Valley College so that the counselors, faculty members, and administrators may better understand and meet the needs of these students. The findings will also assist the college staff in decision making.

To present the greatest amount of information possible in condensed form and to facilitate future use of the information gathered, much of the presentation is in the form of tables and figures. Not only should this make it possible for people interested in particular phases of the freshman profile to quickly gain the information that is available in their fields of interest, but it should make it possible in the future to draw comparisons and make evaluations with greater ease.

NEED FOR THE STUDY

The escalating enrollment, the annual additions of many faculty members who are not familiar with the unusual desert community and its students, the need to present meaningful materials in vocational and educational counseling and in instruction, and the need to understand some of the underlying currents of students' personal problems all contribute to the necessity of having a comprehensive study of the students.

The study will also provide information that can serve as a basis for future research on the Imperial Valley College student, as changes can only be measured and comparisions made from definite points of reference.

LIMITATIONS AND ASSUMPTIONS

The study is limited to students who registered for twelve or more units of work in day classes or a combination of day and evening classes, who were attending college for the first time, and who registered at Imperial Valley College by the close of late registration on September 13, 1968.

The students in the above category comprise the largest segment of the entering freshmen class from the standpoint of the number of classes attended; and their characteristics, it is assumed, differ from those of the evening students and from those of students who are attending only a few classes during the day.

SOURCES OF INFORMATION

Information about the individual members of the class was gained from three sources:

1. The Freshman Questionnaire
2. The Registration Information Cards
3. High School Transcripts

PROCEDURES

A Freshman Questionnaire[1] was prepared so that information could be gained about the entering students which was not available from other sources.

To provide for the incorporation of suggestions and revisions, the questionnaire was first reviewed by the counseling staff, the administrators, faculty members who were available during August, and by student leaders. It was then administered to a group of ten incoming freshmen to verify clarity.

At the close of registration, all students who were attending college for the first time and who were registered for twelve or more units were identified from the Registration Information Cards.

The high school grade-point averages for these students were computed from their grades earned in high school in the sophomore through the senior years with the exclusion of physical education and ROTC grades.[2]

---

[1] See Appendix

[2] This is the method used in California to compute grade-point averages to determine the status of all entering students in the junior colleges.

Each student's name was written on a separate piece of paper which was clipped to the questionnaire on which his grade-point average was recorded. This slip was removed at the time the student received his questionnaire. In this way it was possible for the student to remain anonymous and at the same time have his accurate high school grade-point average recorded on his paper. It also served as a check so that it could be known that each student in the group being studied had completed a questionnaire.

Groups of questionnaires were prepared for students in each physical education class and were administered by the counselors. After each student completed his questionnaire he dropped it in a large box. The only identification on the papers was a pseudonym which the student devised from his middle name and his mother's maiden name. Such a pseudonym, which could not be traced in any way, provided anonymity and yet provided for a pairing of questionnaire results if any follow-up studies are desired.

Those students who were not registered for physical education classes were sent letters asking for their cooperation in the study and requesting that they come to the Counseling Center to complete their questionnaires. Those who did not respond and those who had been absent on the day that students had completed the questionnaires in the various physical education classes were contacted by phone and came to the Counseling Center to participate in the survey. As in the physical education classes, every effort was made to protect the anonymity of the students.

The cooperation of physical education instructors, the counselors who administered the questionnaire, and the freshmen was outstanding. With one exception, that of a student who entered erroneous answers either as a prank or as a response to personal feelings regarding the questionnaire,[1] the only serious objections seemed to come from the freshmen who were not carrying twelve units and who, nevertheless, wanted to have their opinions included in the survey.

After all questionnaires were completed, responses were punched on IBM cards. Each card was numbered and the same number recorded on the questionnaire so that it would be possible to make coorelations and cross studies of the information gained from different questions included in the survey.

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[1] The answers given on this questionnaire were eliminated in the calculations.

FINDINGS

GENERAL CHARACTERISTICS

NUMBER

There are 352 full-time freshmen who began their college careers at Imperial Valley College in the fall semester of 1968. They comprise 66% of the total class of new students, full time and part time. Because of their full-time envolvement in college classes, they constitute the major segment of the freshmen student population around which the day class curriculum is established.

BIRTHPLACE

Most of the students are natives of the Imperial Valley or have spent the major portion of their lives in the area. There are 201 (57.1%) of the students who were born in Imperial County. Fifty students (14.2%) were born in other counties of California, 69 (19.6%) were born in other states, 21 (6.0%) were born in Mexico, 4 (1.1%) were born in China, 3 (.9%) in Germany, 1 (.3%) in India, 1 (.3%) in Hong Kong, and 1 (.3%) in Japan.

SEX

The class is composed of 198 (56.2%) men and 154 (43.8%) women.

AGE

The full-time freshmen are comparatively young; 145 (73.2%) of the men and 136 (88.3%) of the women are eighteen years of age or younger.

Those ninetten or younger, 332, comprise 94.3% of the total number registering as full-time students in college for the first time.[1]

TABLE 1

AGE OF ENTERING FULL-TIME FRESHMEN

Age	Men	Women	Total
16	1	1	2
17	38	31	69
18	107	105	212
19	39	12	51
20	2	3	5
21	5	0	5
22	1	0	1
23	1	0	1
24	0	0	0
25	0	0	0
26	1	0	1
27	0	0	0
28	0	0	0
29	0	0	0
30	0	0	0
31-35	1	1	2
36-40	1	0	1
41-45	0	0	0
46+	1	1	2
Total	198	154	352

	Mean	Median	Mode
Men	18.5	18	18
Women	18.2	18	18
Total	18.4	18	18

---

[1] Of all the first-time students who registered (full time and part time) 38.8% are twenty-one or more years of age. Only 3.7% of this group are full-time students. Of those who are under the age of twenty-one, 60.9% are registered as full-time students and 39.1% are part-time students.

TABLE 2

LOCATION OF THE HOMES OF STUDENTS

Location	No. of Students	Percent of Students
Imperial County		
Brawley	78	22.2
Calexico	54	15.3
Calipatria	8	2.3
El Centro	118	33.5
Heber	4	1.1
Holtville	37	10.5
Imperial	20	5.7
Niland	5	1.4
Plaster City	3	.9
Westmorland	5	1.4
Imperial County outside city limits	13	3.7
Other		
Mexicali	4	1.1
Boulevard	1	.3
Jacumba	1	.3
San Diego County	1	.3
Total	352	100.0

MILITARY STATUS

A review of the military status shows that there are 6 men who are attending college under the provisions of veterans' benefits; 3 who are members of the National Guard; 6 who have not as yet been classified by the draft board; 2 who are classified 1A; 33 who are not subject to the draft because they are overage, refugees, foreign students, on probation, or classified 4F; and 141 (72.2%) who would be subject to the draft if they were not attending college.

MARTIAL STATUS

Five of the members of the class are married (2 men and 3 women); in addition, 1 woman is separated and 1 man divorced. Of these students, 2 have 1 child, 1 has 2 children, and 1 has 3 children.

TABLE 3

AGES OF MARRIED STUDENTS AND NUMBERS OF THEIR CHILDREN

	No. of Students	Age of Students	Martial Status	No. of Children
Male	1	21	Married	0
	1	22	Married	1
	1	31-35	Divorced	0
Female	1	18	Married	0
	1	19	Separated	1
	1	20	Married	3
	1	31-35	Married	2

CITIZENSHIP

Although 92.9% of the students are citizens of the United States, there are citizens of Mexico (17), Canada (2), India (1), and Switzerland (1) who are members of the class. One man said he was not a citizen of any country, and one woman said she has, "no idea (truth)" of what country she is a citizen.

RACIAL AND ETHNIC GROUPINGS

Students in the class represent all three of the major races[1] and a combination of two of these races. The Caucasoids form the largest segment, 88.9% of the total. The Negroid group makes up 4.3% of the class, and the Mongoloid division is 3.4% of the total. Mestizos,[2] students of mixed blood having one parent of the Caucasoid race and one of the Mongoloid race, form a fourth division with 2.6% belonging in this classification. Intermarriages of Mexicans and Chinese or Filipinos have been common in the area as have been intermarriages of different sub-classifications of the major races.

TABLE 4

MAJOR RACIAL CLASSIFICATIONS

Race	Men		Women		Total	
	No.	%	No.	%	No.	%
Major racial groups					~~313~~	~~88.9~~
Caucasoid	172	86.9	141	91.6	313	88.9
Negroid	9	4.5	6	3.9	15	4.3
Mongoloid	9	4.5	3	1.9	12	3.4
Mestizo	5	2.6	4	2.6	9	2.6
No response	3	1.5	0	.0	3	.8
Total	198	100.0	154	100.0	352	100.0

---

[1] Although anthropologists differ in the classification and sub-classification of racial groups, the use of the traditional Caucasoid, Negroid and Mongoloid divisions have been used in this study as they are definitive enough for the purposes of the survey.

[2] The term is used in the broad sense as given in Webster's New International Dictionary, "Loosly--any half breed," and designates students whose parents come from two of the primary racial divisions.

The following table give the national groupings included in the responses of the students.

TABLE 5

MAJOR RACIAL CLASSIFICATIONS

Racial and Ethnic Groups and Sub-groups	Men No.	Men %	Women No.	Women %	Total No.	Total %
Caucasoid						
European, European-American, etc.	112	56.6	86	55.8	198	56.2
Mexican-American	43	21.7	39	25.3	82	23.3
Mexican	13	6.6	14	9.1	27	7.7
East Indian	1	.5	1	.7	2	.6
Syrian	0	.0	1	.7	1	.3
Mexican-East Indian	1	.5	0	.0	1	.3
Mexican-Arabian	1	.5	0	.0	1	.3
East Indian-Swiss	1	.5	0	.0	1	.3
Mongoloid						
Chinese	7	3.5	3	1.9	10	2.8
Japanese	2	1.0	0	.0	2	.6
Negroid	9	4.5	6	3.9	15	4.3
Mestizo (Mexican-Chinese, Mexican-Filipino)	5	2.2	4	2.6	9	2.5
No response	3	1.5	0	.0	3	.8
Total	198	100.0	154	100.0	352	100.0

In our present society, the classification of students by "color" is much more relevant than classification into the racial groupings. These lines of "color" are the lines that the students themselves tend to draw as they follow the national pattern of student organizations. The following table gives such a classification; the national groups included in each division are given for clarity. When there has been a question of the inclusion of a sub-group, the classification which the students in the group use has determined their placement.

TABLE 6

STUDENT "COLOR" GROUPS

Color	Men No.	Men %	Women No.	Women %	Total No.	Total %
WHITE						
European, European-American, etc.	112	56.6	86	55.8	198	56.2
East Indian	1	.5	1	.7	2	.6
Syrian	0	.0	1	.7	1	.3
East Indian-Swiss	1	.5	0	.0	1	.3
Sub-total	114	57.6	88	57.2	202	57.4
BROWN						
Mexican-American	43	21.7	39	25.3	82	23.3
Mexican	13	6.6	14	9.1	27	7.7
Mexican-East Indian	1	.5	0	.0	1	.3
Mexican-Arabian	1	.5	0	.0	1	.3
Mestizo	5	2.5	4	2.6	9	2.5
Sub-total	63	31.8	57	37.0	120	34.1
BLACK	9	4.6	6	3.9	15	4.3
Sub-total	9	4.6	6	3.9	15	4.3
YELLOW						
Chinese	7	3.5	3	1.9	10	2.8
Japanese	2	1.0	0	.0	2	.6
Sub-total	9	4.5	3	1.9	12	3.4
NO RESPONSE	3	1.5	0	.0	3	.8
Sub-total	3	1.5	0	.0	3	.8
Total	198	100.0	154	100.0	352	100.0

FAMILY COMPOSITION

BIRTHPLACE OF PARENTS

The parents of the students come from many national backgrounds; 89 of the fathers (25.3%) and 71 of the mothers (20.1%) were born outside of the United States. There are 98 students, or 27.9% of the class, who have one or both parents who are foreign born. These figures gain emphasis when they are compared with statistics of California and the nation. Only 11.3% of the residents of California have one or both parents who were foreign born, and only 1.9% of the national population are in this group.[1]

TABLE 7

FOREIGN BORN AND NATIVE PARENTS OF THE FRESHMEN CLASS MEMBERS

	Men		Women		Total	
Parental Origin	No.	%	No.	%	No.	%
Both parents born in the U.S.	141	71.2	109	70.8	250	71.0
Both parents foreign born	32	16.2	26	16.9	58	16.5
One parent foreign born	23	11.6	17	11.0	40	11.4
No response	2	1.0	2	1.3	4	1.1
Total	198	100.0	154	100.0	352	100.0

The largest number of foreign born parents of students in the entering class, 52 of the fathers (14.8%), and 55 of the mothers (15.6%), are from Mexico. Fifteen other countries are represented in the lands of origin of the parents.

---

[1] U.S. Department of Commerce, Bureau of the Census, Statistical Abstracts of the U.S., 1967, p. 31

TABLE 8

COUNTRY OF ORIGIN OF PARENTS

	Fathers		Mothers		Total	
Country of Origin	No.	%	No.	%	No.	%
United States	259	73.6	275	78.0	534	75.9
Mexico	52	14.8	55	15.6	107	15.2
China	11	3.1	6	1.7	17	2.5
Phillipines	8	2.2	0	.0	8	1.2
Canada	5	1.4	1	.3	6	.9
India	4	1.1	1	.3	5	.7
Germany	1	.3	2	.6	3	.4
Arabia	2	.6	0	.0	2	.3
Australia	0	.0	2	.6	2	.3
Scotland	1	.3	1	.3	2	.3
Switzerland	2	.6	0	.0	2	.3
Belguim	0	.0	1	.3	1	.1
Czechosovakia	1	.3	0	.0	1	.1
England	1	.3	0	.0	1	.1
France	0	.0	1	.3	1	.1
Japan	0	.0	1	.3	1	.1
Puerto Rico	1	.3	0	.0	1	.1
Don't know or no response	4	1.1	6	1.7	10	1.4
Total	325	100.0	352	100.0	704	100.0

The high percentage of foreign born parents is typical of the general population of Imperial Valley. Many ethnic groups have been accepted as integral parts of the total population and each has been appreciated for its contribution to the economy and to the local culture.[1] Demarkation between ethnic groups is more subtle than it is in many parts of the State or in the nation. The following paragraph, taken from a local newspaper article, expresses the feelings of the average, long-time resident in the Valley.[1]

---

[1] It is interesting to note the preservation and sharing of national customs in the Valley by groups that have become part of the integrated population. The Swiss have a large club house and among other activities they annually sponsor a Schwing Fest (wrestling match), one of the two Sikh temples in the United States is maintained by the residents from India, wedding celebrations which follow various national customs are held, the Chinese have a school in which they teach their native language, and many social events which reflect national backgrounds are enjoyed. Each year at the Imperial County Fair a different day is set aside to honor a national group that has contributed to the development of the area. At the 1969 Fair the American Indian, Chinese, Hindustani, Japanese, Pakistani, Filipino, Mexican, Swiss, and the native of the United States were honored.

> Imperial Valley is a modern Mesopotamia--a melting pot of cultures. The population is made up of people of many races, and we are very fortunate in that the song "There Shall be Peace in the Valley" is applicable to us. Our lives are enriched by inter-racial and inter-faith friendships. And because racial prejudice and religious bigotry aren't widely practiced here, though sadly it does exist in some instances on the individual level, we are free of the passions which elsewhere have led to violence and bloodshed.

Because of the understandings and the blending of the cultures that make up the population, the problems of the minorities tend to be less pronounced at Imperial Valley College than they are in many colleges of the country. The fact that parents are foreign born does not carry the same implications that are often felt by the members of the "second generation." Problems to exist, but they often do not follow the patterns found in the metropolitan areas of the nation.

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[1] *Imperial Valley Press*, February 8, 1969, p.4

CITIZENSHIP OF PARENTS

Although there has been a blending of the cultures of the different ethnic groups that make up the population, this is not totally reflected in the citizenship of the parents of the freshmen. There are 89 parents (12.6%) who still retain citizenship in the country from which they came. With one-eighth of the parents still giving allegiance to the countries of their birth, their cultural, religious, and political opinions undoubtedly have an effect on a segment of the student population.

TABLE 9

CITIZENSHIP OF NATURAL PARENTS

Citizenship	Father No.	Father %	Mother No.	Mother %	Total No.	Total %
United States	305	86.6	299	85.0	604	85.8
Mexico	31	8.8	41	11.6	72	10.2
Philippines	1	.3	5	1.4	6	.9
China	3	.8	1	.3	4	.6
India	2	.6	1	.3	3	.5
Canada	1	.3	1	.3	2	.3
Germany	1	.3	0	.0	1	.1
Switzerland	1	.3	0	.0	1	.1
None	1	.3	0	.0	1	.1
No answer or don't know	6	1.7	4	1.1	10	1.4
Total	352	100.0	352	100.0	704	100.0

NUMBER OF PARENTS LIVING

Three hundred and nine students (87.8%) of the class report that both of their parents are living. Six (1.7%) have lost their mothers, 32 (9.1%) have lost their fathers, 2 (.5%) have lost both parents and 3 (.9%) do not know if their parents are living.

The unusually high number of natural fathers who are not living (34) as compared with the number of natural mothers who are deceased (8) may reflect the fact that 25 of the students, 73.5% of those who have lost their fathers, are 18 or 17 years of age and were, therefore, born in 1950 or 1951, both of which are years of the Korean War.

There is no ethnic or racial pattern found in the students who are orphans or half-orphans.

MARITAL STATUS OF PARENTS

Whether the parents are living together or divorced is often cited as having a profound effect on the performance and adjustment of the children. There are 7.7% of the mothers who are divorced, a figure which is below the national average of 9.2%.[1]

The freshmen report the marital status of their parents as follows:

TABLE 10

MARITAL STATUS OF NATURAL PARENTS

Status	Men No.	Men %	Women No.	Women %	Total No.	Total %
Living together	154	77.8	117	76.0	271	77.0
Separated	10	5.1	5	3.2	15	4.2
Divorced and neither remarried	2	1.0	4	2.6	6	1.7
Divorced and father remarried	3	1.5	3	1.9	6	1.7
Divorced and mother remarried	3	1.5	0	.0	3	.9
Divorced and both remarried	4	2.0	8	5.2	12	3.4
One deceased and other remarried	7	3.5	6	3.9	13	3.7
One deceased and other not remarried	13	6.6	8	5.2	21	6.0
Both deceased	0	.0	2	1.3	2	.5
Total	198	100.0	154	100.0	352	100.0

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[1] Luman H. Long (ed.), The World Almanac and Book of Facts (New York: Newspaper Enterprise Association, Inc.,1967),p. 683

EDUCATION OF PARENTS

The formal education of the parents varies greatly. There are 7 parents (2.0%), 2 fathers and 5 mothers, who did not attend school.

A high percentage of the parents did not complete high school: 192 fathers (54.5%) and 172 mothers (48.9%) fall in this group.

There are 155 parents (20.7%), 73 fathers and 82 mothers, who had some college work, 11 parents (3.1%), 5 fathers and 6 mothers, who received associate degrees from junior colleges, 33 parents (9.4%), 19 fathers and 14 mothers, who received baccalaureate degrees, and 32 parents (9.1%), 18 fathers and 14 mothers, who received advanced degrees.

TABLE 11

EDUCATION OF PARENTS

Schooling	Fathers No.	Fathers %	Mothers No.	Mothers %	Total No.	Total %
None[a]	2	.6	5	1.4	7	1.0
Had some grade schooling	76	21.6	54	15.3	130	18.5
Finished grade school	47	13.3	47	13.3	94	13.4
Some high school	61	17.3	66	18.7	127	18.0
Finished high school	73	20.8	78	22.2	151	21.4
Had some college	32	8.8	48	13.6	80	11.4
Received degree from junior college	5	1.4	6	1.7	11	1.6
Received a degree from a four-year college	19	5.4	14	4.0	33	4.7
Received a graduate degree	18	5.1	14	4.0	32	4.5
Attended foreign schools	2	.6	1	.3	3	.4
Attended business schools	2	.6	3	.9	5	.7
Still attending	1	.3	0	.0	1	.1
Don't know	8	2.3	8	2.3	16	2.3
No response	6	1.7	8	2.3	14	2.0
Total	352	100.0	352	100.0	704	100.0

[a] Although "None" was not included in the answers to be checked on the questionnaire, students gave the answer under "Other (list)_____."

The figures may reflect the high percentage of foreign born parents and the limited opportunities that many of them may have had for educational pursuits. Perhaps one of the most encouraging observations is the increased emphasis that is being given to education for the members of the present generation.

THE PLACE OF RESIDENCE OF STUDENTS

The family ties, as reflected in the residence of the students, are strong. Only 5 of the men (1.4%) live alone or with friends, and all of the women live with their families or relatives.

TABLE 12

RESIDENCE OF STUDENTS

With Whom Students Reside	Men No.	Men %	Women No.	Women %	Total No.	Total %
Natural mother and father	146	73.8	118	76.6	264	75.0
Mother	17	8.6	15	9.7	32	9.1
Natural mother and stepfather	7	3.5	7	4.5	14	4.0
Natural father and stepmother	4	2.0	4	2.6	8	2.3
Wife or husband	2	1.0	3	2.0	5	1.4
Father	4	2.0	0	.0	4	1.1
Self	4	2.0	0	.0	4	1.1
Friends	1	.5	0	.0	1	.3
Other (grandparents, uncle, God-parents, stepmother and step-father, relatives, etc.)	12	6.1	4	2.6	16	4.6
No answer	1	.5	3	2.0	4	1.1
Total	198	100.0	154	100.0	352	100.0

SIBLINGS

Emphasis has been placed on the importance of the effects that brothers and sisters have on the individual and the consideration which must be given to the place of the individual in the group of siblings.

The following three tables show that the range of the number of brothers and sisters is from none to fourteen, and that the number of siblings living at home ranges from none to eleven. Almost a third of the students are the first children in their families, and roughly, another third are the second children in the families. The remaining third includes students who are the third to the twelfth children in the family groups.

TABLE 13

NUMBER OF SIBLINGS

	Men		Women		Total	
Siblings	No.	%	No.	%	No.	%
None	7	3.5	9	5.9	16	4.5
One	33	16.7	23	14.9	56	15.9
Two	42	21.2	25	16.2	67	19.0
Three	32	16.2	33	21.4	65	18.5
Four	28	14.1	21	13.6	49	13.9
Five	19	9.6	14	9.1	33	9.4
Six	11	5.6	11	7.2	22	6.2
Seven	12	6.1	8	5.2	20	5.7
Eight	4	2.0	5	3.3	9	2.6
Nine	2	1.0	3	2.0	5	1.4
Ten	4	2.0	0	.0	4	1.1
Eleven	2	1.0	0	.0	2	.6
Twelve	1	.5	1	.6	2	.6
Thirteen	1	.5	0	.0	1	.3
Fourteen	0	.0	1	.6	1	.3
Total	198	100.0	154	100.0	352	100.0

TABLE 14

NUMBER OF SIBLINGS LIVING AT HOME

Siblings	Men		Women		Total	
	No.	%	No.	%	No.	%
None	49	24.7	30	19.5	79	22.4
One	41	20.7	30	19.5	71	20.2
Two	34	17.2	26	16.9	60	17.0
Three	17	8.6	22	14.3	39	11.1
Four	21	10.6	24	15.6	45	12.8
Five	15	7.6	11	7.1	26	7.4
Six	10	5.1	6	3.9	16	4.5
Seven	5	2.5	4	2.6	9	2.6
Eight	1	.5	1	.6	2	.6
Ten	4	2.0	0	.0	4	1.1
Eleven	1	.5	0	.0	1	.3
Total	198	100.0	154	100.0	352	100.0

TABLE 15

NUMERICAL PLACE OF STUDENTS IN THE FAMILY

Siblings	Men		Women		Total	
	No.	%	No.	%	No.	%
First	55	27.8	54	35.1	109	31.0
Second	68	34.3	43	27.9	111	31.5
Third	31	15.7	28	18.2	59	16.8
Fourth	23	11.6	15	9.8	38	10.8
Fifth	9	4.6	5	3.2	14	4.0
Sixth	7	3.5	4	2.6	11	3.1
Seventh	4	2.0	1	.7	5	1.4
Eighth	1	.5	0	.0	1	.3
Ninth	0	.0	2	1.3	2	.5
Eleventh	0	.0	1	.6	1	.3
Twelfth	0	.0	1	.6	1	.3
Total	198	100.0	154	100.0	352	100.0

LANGUAGE OF THE HOME

As would be expected in a group where many students are foreign born or second generation in the United States, the incidence of the use of languages other than English in the home, either as first or second languages, is very high.

TABLE 16

LANGUAGE SPOKEN MOST OFTEN IN THE HOME

Language	No. Students	% Students
English	272	77.3
Spanish	70	19.9
Chinese	4	1.1
Swiss	2	.6
Hindustani	1	.3
Other (not listed)	1	.3
No response	2	.5
Total	352	100.0

TABLE 17

LANGUAGE SPOKEN AS A SECOND LANGUAGE IN THE HOME

Language	No. Students	% Students
None	199	56.5
English	72	20.4
Spanish	64	18.2
Swiss	4	1.1
Chinese	2	.6
Hindustani	2	.6
Filipino	2	.6
Armenian	1	.3
Syrian	1	.3
Second Chinese dialect	1	.3
"Mother and father speak two different languages"	1	.3
No response	3	.8
Total	352	100.0

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Chinese	2	.6
Hindustani	2	.6
Filipino	2	.6
Armenian	1	.3
Syrian	1	.3
Second Chinese dialect	1	.3
"Mother and father speak two different languages"	1	.3
No response	3	.8
Total	352	100.0

Next to English, Spanish is the predominate language with 134 (38.1%) of the students speaking it at home either as a first or as a second language.

At the present time there are no standards with which the performance of the Imperial Valley College bilinguals can be compared.[1]

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[1] When these students started school there was not the same emphasis given to the adjustment of the child who did not speak English as is being given in many areas of the country today. Frank M. Cordasco has reported the complexities of the problems that face bilingual students, ("The Challenge of the Non English-Speaking Child in American Schools," School and Society, Vol. 96, No. 2306, March 30, 1968, p. 198). Examples of research being done in the field include the program on bilingualism and language learning that is being conducted in Michigan ("Bilingualism and Language Learning," School and Society, Vol. 95, No. 2293, Summer, 1967, p. 294), and the work being done in Imperial County, ("Teaching English as a Second Language to Pupils of Foreign Born Mexican Heritage," Olin R. Greshman, County Superintendent of Schools and Carl L. Varner, District Superintendent, Calexico Unified School District, 1965). A grant announced recently by the Ford Foundation provides for a new international center on bilingualism at Lavel University in Quebec, Canada. The new center will focus on the bilingual student and bilingual factors in second-language learning and use. The staff will collaborate studies with American and other foreign scholars, and the institution will serve as a clearning house for world-wide information on the problems of bilinguals. ("Bilingualism: International Research Center," School and Society, Vol. 95, No. 2293, Summer, 1967, p. 294).

PARENTS' ATTITUDES TOWARD YOUTH

In response to the question, "In your opinion what is your parents' reaction to the social customs and behavior of today's youth?" the students gave the following opinions.

TABLE 18

PARENTAL ATTITUDES

Attitude Toward Youth	Men No.	Men %	Women No.	Women %	Total No.	Total %
They like some customs and object to others	114	57.6	97	63.0	211	59.9
They strongly object but feel that there is nothing that they can do	37	18.7	22	14.3	59	16.8
They strongly object and try to make changes	29	14.6	21	13.6	50	14.2
They seldom express an opinion	15	7.6	7	4.6	22	6.3
The "could care less"	0	.0	1	.7	1	.3
Other "Don't know what is happening" "Object to certain things but realize things are changing" "They try to understand youth" "They sometimes object" "Don't care if I don't dress like them"	2	1.0	3	1.9	5	1.4
Doesn't apply (parents not living, etc.)	0	.0	3	1.9	3	.8
No answer	1	.5	0	.0	1	.3
Total	198	100.0	154	100.0	352	100.0

There are 211 (59.9%) of the freshmen who feel that their parents are concerned enough in the actions of youth to have evaluated the customs of the younger generation and found some to be objectionable and others to be acceptable.

Another 109 (31.0%) feel that their parents strongly object to the behavior and customs of today's youth. Of this group 50 parents (45.9%) try to make changes, but 59 (54.1%) feel that there is nothing that they can do to affect the actions of their children or their companions.

The students who say that their parents seldom express an opinion, that they "could care less," or that they "don't know what is happening," number 24 (6.8%)of the student group.

ECONOMIC CONSIDERATIONS

OCCUPATIONS OF PARENTS

The parents of students come from all walks of life and are employed in a gamet of occupations ranging from the unskilled to the professional.

TABLE 19

OCCUPATIONS OF FATHERS

Occupations	No.	%
Unskilled or semi-skilled worker	93	26.4
Skilled worker (work which requires special training such as mechanic, technician, etc.)	91	25.9
Owner or manager of a business, farm or ranch	86	24.4
Office worker	21	6.0
Professional requiring a bachelor's degree	14	4.0
Professional requiring an advanced college degree	14	4.0
Salesman	11	3.1
Retired	9	2.5
Unemployed or no answer	13	3.7
Total	352	100.0

Three-fourths of the fathers fall into three occupational groups which are approximately the same size: 93 (26.4%) are unskilled or semi-skilled workers, 91 (25.9%) are skilled workers (mechanics, technicians, etc.), and 86 (24.4%) are owners or managers of businesses or farms.

Twenty-eight (8.0%) of the fathers are holding professional positions. Half of these positions require a bachelor's degree, and half require an advanced college degree. Office workers and salesmen account for 32 (9.1%) of the group, and 9 (2.5%) have already retired.

TABLE 20

OCCUPATIONS OF MOTHERS

Occupations	No.	%
Housewife	202	57.4
Office worker	49	13.9
Unskilled or semi-skilled worker	37	10.5
Skilled worker (work which requires special training such as beauty operator, vocational nurse, etc.)	20	5.7
Professional requiring a bachelor's degree	17	4.8
Professional requiring an advanced college degree	2	.6
Saleswoman	10	2.8
Owner or manager of a business, farm or ranch	9	2.6
Unemployed or no answer	6	1.7
Total	352	100.0

The majority of the mothers (57.4%) are not employed but fill the role of the housewife.

Nineteen (6.5%) have professional positions that require college degrees. Others fill a range of positions including managerial, office, sales, and other jobs that are considered to be skilled or unskilled.

The large number of mothers who are housewives probably reflects both the cultural patterns of the ethnic groups in the Valley and, in many cases, the large size of the families of the students.

A total of 144 (40.9%) of the mothers are employed. In 1966 the national percentage of married, widowed and divorced women who were employed was 77.3%.[1] The local percentage is just over half of the national average.

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[1] Statistical Abstract of the U.S. 1967, U.S. Dept. of Commerce, Bureau of the Census, p. 229.

INCOME OF PARENTS

The response to the question regarding the average income of the fathers before tax deductions is inconclusive. Fifty-one of the students did not answer, and 28 said that the question did not apply because the "father (was) not living, etc." It is also assumed that many students do not know the actual income of their parents and that the numbers given may only be students' estimates.

Of the 273 students (77.8%) who did give definite answers to the question, the reported income ranged from less than $3,000 to "approximately $30,000." Even though incomplete and perhaps inaccurate, the reported incomes are given for consideration for they give a clue to the differences in the reported economic situations of the students who answered.

TABLE 21

REPORTED INCOME OF FATHERS

Income	No.	%
Less than $3,000	27	9.9
$ 3,000 -- $ 4,999	42	15.4
5,000 -- 6,999	44	16.1
7,000 -- 8,999	40	14.6
9,000 -- 10,999	44	16.1
11,000 -- 12,999	42	15.4
13,000 -- 14,999	16	5.9
15,000 -- 16,999	11	4.0
17,000 -- 18,999	0	0.0
19,000 -- 20,999	3	1.1
21,000 -- 22,999	1	.4
23,000 -- 24,999	0	.0
25,000 -- 26,999	2	.7
27,000 -- 29,999	0	.0
$29,000 -- $31,999	1	.4
Total	273	100.0

As was the case with the reported income of the fathers, the results of the survey of mothers' incomes are not conclusive. Thirty students (8.5%) did not answer the question. Seven (2.0%) said the question did not apply because the "mother (was) not living, etc."

There are 162 (46.0%) of the mothers who were reported as having no independent income.

Incomes were reported for 153 (43.5%) of the group, 18 more than were reported as being employed. The incomes for these 18 mothers may come from investments, from social security, from welfare, or from work that is performed on a limited and spasmodic basis.

TABLE 22

INCOME OF EMPLOYED MOTHERS

Income	No.	%
Less than $3,000	66	43.1
$ 3,000 -- $ 4,999	35	22.9
5,000 -- 6,999	24	15.7
7,000 -- 8,999	16	10.5
9,000 -- 10,999	10	6.5
11,000 -- 12,999	0	.0
$13,000 or more	2	1.3
Total	153	100.0

HOURS OF EMPLOYMENT AND EXPECTED EARNINGS OF STUDENTS

Over half of the students entering as freshmen in the fall of 1966 (192 or 54.5%) worked during their senior years in high school. Some worked only a few hours during the week, but 68 (19.3%) reported that they worked more than sixteen hours per week, and 18 (5.1%) reported that they worked thirty or more hours per week.

There are 242 students (68.8%) who expect to work during their first semester of college, an increase of 12.3% over the number who worked in high school. Some expect to work only a few hours each week, but others are planning on "doing two jobs at one time." Nine (2.6% hope to be able to work forty or more hours each week and at the same time carry twelve or more units of college work!

TABLE 23

NUMBER OF HOURS THE STUDENTS EXPECT TO WORK PER WEEK

Hours of Work	Men No.	Men %	Women No.	Women %	Total No.	Total %
None	36	18.2	67	43.5	103	29.3
One to five	6	3.0	15	9.7	21	6.0
Six to ten	15	7.6	17	11.0	32	9.1
Eleven to fifteen	25	12.6	22	14.3	47	13.3
Sixteen to twenty	36	18.2	11	7.1	47	13.3
Twenty-one to twenty-five	29	14.6	11	7.1	40	11.4
Twenty-six to thirty	14	7.1	3	2.0	17	4.8
Thirty-one to thirty-five	18	9.1	3	2.0	21	6.0
More than thirty-five	15	7.6	2	1.3	17	4.8
No response	4	2.0	3	2.0	7	2.0
Total	198	100.0	154	100.0	352	100.0

The expected earnings of the students range from nothing to $150 per week; the median amount falls in the $21-$30 range. The men expect to earn more than the women, as the median expected wages of the men is in the $31-$40 span, and the median expected wages of the women falls between $21-$30 per week.

Only 36 of the men (18.2%) do not expect to have any earnings, while 65 (42.2%) of the women do not expect to earn any money.

TABLE 24

EXPECTED EARNINGS PER WEEK DURING THE FIRST SEMESTER IN COLLEGE

Earnings	Men No.	Men %	Women No.	Women %	Total No.	Total %
None	36	18.2	65	42.2	101	28.7
$ 1 -- $10	6	3.0	18	11.7	24	6.8
11 -- 20	27	13.6	22	14.3	49	13.9
21 -- 30	39	19.7	23	14.9	62	17.6
31 -- 40	40	20.2	8	5.2	48	13.6
41 -- 50	24	12.1	6	3.9	30	8.5
51 -- 60	9	4.6	3	2.0	12	3.4
61 -- 70	8	4.1	2	1.3	10	2.9
Over $70	4	2.0	2	1.3	6	1.7
No answer	5	2.5	5	3.2	10	2.9
Total	198	100.0	154	100.0	352	100.0

CONTRIBUTIONS TO FAMILY EXPENSES

There are 124 of the students (35.2%) who expect to contribute each week to the expenses of the rest of their families. The amounts of their contributions range from $1-$5 to over $30 a week. There do not appear to be any ethnic or age factors that are evident within the groups.

TABLE 25

CONTRIBUTIONS TO FAMILY EXPENSE

Number of Students	Amount of Weekly Contribution
35	$ 1.00 -- $ 5.00
41	6.00 -- 10.00
14	11.00 -- 15.00
14	16.00 -- 20.00
10	21.00 -- 25.00
4	26.00 -- 30.00
7	over -- $30.00

STUDENTS' FINANCIAL OBLIGATIONS

Two-thirds of the students are not obligated to make regular monthly payments on cars or other purchases that they have made. The other third, however, have debts that may prove to be burdensome. Those who have made purchases on time estimate that they must make the following monthly payments.

TABLE 26

STUDENTS' OBLIGATIONS FOR MONTHLY PAYMENTS

Number of Students	Monthly Payments
30	\$ 1.00 -- \$15.00
21	16.00 -- 30.00
15	31.00 -- 40.00
4	41.00 -- 45.00
15	46.00 -- 60.00
10	61.00 -- 75.00
20	over -- \$75.00

TRANSPORTATION

Imperial Valley College is not served by any public transportation, and this proves to be a great problem to many of the students. They must either provide themselves with a car, ride in a car pool, or find some other way of coming to classes. This undoubtedly accounts for part of the large percentage of students who have assumed debts.

There are 168 (47.7%) of the students who drive their own cars to the campus, another 58 (22.5%) who drive their parents' cars, 58 (16.5%) who are members of car pools, and 45 (12.8%) who are brought to the campus by relatives or friends. One student depends on hitch hiking, and one states that he comes "any way" that he can find.

RESIDENCE

The type of residence often reflects the economic circumstances and earnings of the family. It may also reflect the stability of the population. There are cross currents that can be seen in the combination of the income of the fathers where the median salary falls between $7,000 and $8,999, and the fact the 277 of the students (78.7%) come from families where the parents or relatives own or are buying their homes.

The next largest group, 37 (10.5%), live in rented houses. There are 17 (4.8%) who live in rented apartments, 9 (2.6%) whose houses are supplied by their parents' employers, 7 (2.0%) who live in trailers, and 1 (.3%) who lives in a rented room. Four (1.1%) did not respond to the question.

STUDENTS' MAIN SOURCE OF FINANCIAL SUPPORT

Over half of the students expect that the main source of their financial support will come from their parents. One-fourth of them expect that their own jobs will supply the needed money for their education.

TABLE 27

STUDENTS' MAIN SOURCE OF FINANCIAL SUPPORT

Source	Men		Women		Total	
	No.	%	No.	%	No.	%
Parents	83	41.9	99	64.3	182	51.7
Job	72	36.4	16	10.4	88	25.0
Previous personal earnings or savings	17	8.6	3	2.0	20	5.7
Scholarship	2	1.0	15	9.7	17	4.8
Government (G. I. Bill, Veterans' Benefits, Welfare, etc.)	7	3.5	5	3.2	12	3.4
Loan	2	1.0	0	.0	2	.6
Trust fund, insurance, etc.	0	.0	2	1.3	2	.6
Wife or husband	0	.0	2	1.3	2	.6
Miscellaneous (other relatives, "parents and job," "don't know"	3	1.5	1	.7	4	1.1
No response	12	6.1	11	7.1	23	6.5
Total	198	100.0	154	100.0	352	100.0

GOVERNMENT ASSISTANCE

In responding to the question, "From what government source do you expect to receive financial help this year?" the students indicated that 51 (14.5%) will be receiving assistance from various governmental sources while attending college.

TABLE 28

SOURCE OF GOVERNMENT ASSISTANCE

Source	Men		Women		Total	
	No.	%	No.	%	No.	%
None	169	85.4	126	81.9	295	83.8
Social Security benefits	13	6.6	10	6.5	23	6.5
Welfare	5	2.5	8	5.2	13	3.7
G.I. Bill (benefits to me as a veteran)	7	3.5	0	.0	7	2.0
Veterans' Bill (son or daughter of a deceased or disabled veteran)	1	.5	2	1.3	3	.9
Other						
Unemployment	0	.0	1	.6	1	.3
Scholarship	1	.5	2	1.3	3	.8
Disability benefits	0	.0	1	.6	1	.3
No response	2	1.0	4	2.6	6	1.7
Total	198	100.0	154	100.0	352	100.0

The largest number of students who expect government assistance (23) will be receiving benefits as children (14) or survivors (9) of parents on social security. This group is composed of 13 men and 10 women who range in age from 17 to 20.

Thirteen students, 5 men and 8 women, are receiving welfare benefits. All of these students are between the ages of 17 and 20. One is of European-American extraction, 2 are Negroes, and 10 are Mexican-American, Mexican or Mestizo. Six of the 13 do not expect to be employed while they are attending school. The other 7 plan to work between 1 and 35 hours per week and say that they expect to earn varying amounts in the brackets of $1-$10 to $61-$70 per week.

TABLE 29

WELFARE RECIPIENTS

Recipients	Men	Women	Total
Age			
17	0	1	1
18	2	5	7
19	2	1	3
20	1	1	2
Ethnic Groups			
European, European-American	0	1	1
Mexican-American	1	1	2
Mexican	1	3	4
Mestizo	2	2	4
Negro	1	1	2
Hours of Employment Per Week			
None	1	5	6
1 -- 5	0	1	1
6 -- 10	2	0	2
11 -- 15	0	1	1
21 -- 25	1	0	1
26 -- 30	1	0	1
31 -- 35	0	1	1
Expected Earnings Per Week			
None	1	5	6
$ 1 -- $10	0	1	1
11 -- 20	1	0	1
20 -- 30	0	2	2
41 -- 50	1	0	1
51 -- 60	1	0	1
$61 -- $70	1	0	1

CULTURAL BACKGROUND

ATTENDANCE AT CULTURAL EVENTS

In Imperial Valley the opportunities are limited for the enjoyment of concerts, plays, lectures, art exhibits, museum displays, and similar cultural presentations. All of these things exist, but on a limited scale when compared with the opportunities in more densely populated areas.

Even the opportunities that exist, however, are not being utilized by all the students. The limited interest of the students in attending local cultural events is reflected in their report that 158 (44.9%) attended only one or two such activities in the past year. On the other hand, 20 members (5.9%) of the class attended thirteen or more events during the year.

TABLE 30

ATTENDANCE AT CULTURAL EVENTS DURING PREVIOUS YEAR

	Men		Women		Total	
Times Attended	No.	%	No.	%	No.	%
One to two	98	49.5	60	39.0	158	44.9
Three to four	52	26.3	38	24.7	90	25.6
Five to six	22	11.1	24	15.6	46	13.1
Seven to eight	5	2.5	9	5.9	14	4.0
Nine to ten	5	2.5	9	5.8	14	4.0
Eleven to twelve	2	1.0	2	1.3	4	1.1
Thirteen to fourteen	0	.0	3	1.9	3	.8
Fifteen to sixteen	2	1.0	2	1.3	4	1.1
More than sixteen	9	4.6	4	2.6	13	3.7
No response	3	1.5	3	1.9	6	1.7
Total	198	100.0	154	100.0	352	100.0

TRAVEL OUTSIDE OF THE IMPERIAL-MEXICALI VALLEY

Almost an eighth of the students do not usually leave the Imperial-Mexicali Valley during the year. Over a fourth of them, on the other hand, travel to the larger cities ten or more times during the year. The travel in itself is not of prime importance, but the opportunities for cultural experiences and for the broadening of horizons carry much weight.

TABLE 31

TRAVEL OUTSIDE OF THE IMPERIAL-MEXICALI VALLEY

Travel	No.	%
Usually not at all	43	12.2
One or two	77	21.9
Three or four	53	15.1
Five or six	47	13.4
Seven eight	25	7.1
Eight or nine	12	3.4
Ten or more	93	26.4
No response	2	.5
Total	352	100.0

RECREATION

Students participate in a fairly wide range of recreational activities, the most popular of which are attendance at athletic events and driving.

The average student spends five to six hours each week in reading for pleasure.

Television has varying attractiveness for the students. Twenty-seven do not watch at all, the greatest number, approximately half of the class, watch from one to five hours each week; and the avid fans (5) report that they watch thirty or more hours a week.

TABLE 32

RECREATIONAL ACTIVITIES

Activity	Men		Women		Total	
	No.	%	No.	%	No.	%
	~~No.~~					
Attend athletic events	62	31.3	45	29.2	107	30.4
Go driving	35	17.7	15	9.7	50	14.2
Watch television	24	12.1	25	16.2	49	13.9
Read magazines and/or books	11	5.6	23	14.9	34	9.6
Participate in organized or informal athletics	21	10.6	7	4.6	28	8.6
Do hand or craft work (leather tooling, painting carpentry, sewing, knitting, etc.)	2	1.0	20	13.0	22	6.2
Go camping, hiking, or "rock-hounding"	8	4.0	4	2.6	12	3.4
Go boating	1	.5	1	.7	2	.6
Other (skeet shooting, pool bowling, self-defense classes, playing a musical instrument, going on dates, going to movies, hunting, stock car racing, horseback riding, dancing, etc.)	25	12.6	8	5.2	33	9.4
No response	9	4.6	6	3.9	15	4.3
Total	198	100.0	154	100.0	352	100.0

DATING

The dating patterns of the students differ as reflected in their reports of the number of dates that they had in the past year.

TABLE 33

FREQUENCY OF DATING

Frequency	Men No.	Men %	Women No.	Women %	Total No.	Total %
Less than once a month	36	31.8	47	30.5	110	31.2
About once a month	12	6.1	16	10.4	28	8.0
About twice a month	30	15.2	18	11.7	48	13.6
About once a week	51	25.8	36	23.4	87	24.7
About twice a week	26	13.1	25	16.2	51	14.5
Three or more times a week	7	3.5	7	4.6	14	4.0
Doesn't apply (married, on military duty overseas, etc.)	6	3.0	2	1.3	8	2.3
No response	3	1.5	3	1.9	6	1.7
Total	198	100.0	154	100.0	352	100.0

PARTICIPATION IN ORGANIZATIONS

Community

During the past year less than half of the students, 168 (47.7%), participated in community organizations such as clubs, service organizations, or church groups. The rest held membership in one to five organizations.

TABLE 34

MEMBERSHIP IN COMMUNITY ORGANIZATIONS

No. Of Organizations	No. Students	% Students
None	182	51.7
One	116	33.0
Two	38	10.8
Three	7	2.0
Four	5	1.4
Five	2	.5
No Answer	2	.6
Total	352	100.0

School

More students found identification with groups that were within the schools than with groups that were in the community. This is reflected in the number of clubs to which they belonged and the number of activities in which they participated in high school during their last year of attendance.

There were 252 of the students (71.6%) who belonged to at least one organization. Almost a third of the class held from one to six offices in the organizations to which they belonged during their senior year at high school.

TABLE 35

MEMBERSHIP IN SCHOOL ORGANIZATIONS

No. Of Organizations	No. Students	Students
None	98	27.8
One	54	15.3
Two	61	17.3
Three	59	16.8
Four	34	9.7
Five	17	4.8
Six	15	4.3
More than six	12	3.4
No response	2	.6
Total	352	100.0

RELIGIOUS AFFILIATION

Compared to the national percentage of church membership, 64% of the population in 1956,[1] the freshmen are a comparatively religious group, as 86.7% are affiliated with churches. The membership pattern, however, does not follow the national grouping. There are more Catholics than Protestants, and there are no Jewish members.

TABLE 36

CHURCH MEMBERSHIP

Church	Men No.	Men %	Women No.	Women %	Total No.	Total %
Catholic	85	42.9	72	46.8	157	44.6
Protestant	74	37.4	61	39.6	135	38.3
Buddhist	2	1.0	0	.0	2	.6
Mormon	1	.5	6	3.9	7	2.0
Greek Orthodox	0	.0	2	1.3	2	.6
Hindu	1	.5	1	.7	2	.6
None	32	16.2	9	5.8	41	11.6
No response	3	1.5	3	1.9	6	1.7
Total	198	100.0	154	100.0	352	100.0

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[1] Department of Commerce, Statistical Abstract of the U.S., p. 43

Church attendance is high. The total number of students who report that they attend services once a month or oftener is 229 (65.1%) of the class. Over a third of the students, 123 (34.9%), attend church about once a week; in addition, 29 (8.2%) attend more than once a week. There are 15 students who are members of churches who do not attend services.

TABLE 37

CHURCH ATTENDANCE

Attendance at Church	Men		Women		Total	
	No.		No.		No.	
Not at all	42	21.2	14	9.1	56	15.9
Once or twice a year	46	23.2	19	12.3	65	18.5
About once a month	23	11.6	10	6.5	33	9.4
About twice a month	28	14.1	16	10.4	44	12.5
About once a week	49	24.8	74	48.1	123	34.9
More than once a week	10	5.1	19	12.3	29	8.2
No response	0	.0	2	1.3	2	.6
Total	198	100.0	154	100.0	352	100.0

EDUCATIONAL FOUNDATIONS

HIGH SCHOOL BACKGROUND

Attendance

All of the entering students attended high school, and 337 (95.7%) are high school graduates.[1]

TABLE 38

YEARS OF HIGH SCHOOL ATTENDANCE

Years	Number	%
Four (graduate)	337	95.7
Three	7	2.0
Two	1	.3
One	7	2.0
Total	352	100.0

The number of students who graduated from high school is approximately double the number of parents who completed high school.

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[1] The open door policy in California allows any person who can profit from college work who is at least 18 years of age to enter the junior college. High school graduates with a 2.0 Grade Point Average enter on regular status. Others are admitted on a provisional basis.

TABLE 39

COMPARISION OF STUDENTS AND PARENTS HIGH SCHOOL ATTENDANCE

Item	Attended High Schcol		High School Graduate	
	No.	%	No.	%
Students				
Men	198	100.0	187	94.4
Women	154	100.0	148	96.1
Total	352	100.0	335	95.7
Parents				
Fathers	263	74.7	160	45.5
Mothers	230	65.3	180	51.1
Total	493	70.0	340	48.3

Location

There are 325 students (92.3%) who attended high schools in Imperial County, 16 (4.5%) who attended high school in other parts of the United States, and 3 (.9%) who attended foreign high schools.

TABLE 40

STUDENTS HIGH SCHOOL DISTRIBUTION

Item	No.	%
Imperial County		
El Centro	109	31.0
Brawley	83	23.6
Calexico	57	16.2
Holtville	39	11.1
Imperial	24	6.8
Calipatria	12	3.4
San Pasqual	1	.2
Other California high schools (Mt. Empire, Santa Monica, Fresno, El Cajon)	6	1.7
Other states (Arizona, Texas, Kansas North Dakota, New Jersey	10	2.8
Foreign countries (Australia, Hong Kong, Mexico	3	.9
No response	8	2.3
Total	352	100.0

Grades

Grade Point Averages

The high school grade point averages[1] of the students range from D- to A- with 66% of the students having a C or higher average. The women, following the national pattern, made better grades in high school than the men.

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[1] The grade point average (GPA) is calculated by dividing the number of units completed into the number of grade points earned with A=4, B=3, C=2, D=1, and F=0 grade points per unit.

TABLE 41

STUDENTS' HIGH SCHOOL GRADE POINT AVERAGES

Grade Point Averages	Men[a]		Women		Total	
	No.	%	No.	%	No.	%
0.0-0.4	0	.0	0	.0	0	.0
0.5-0.9	2	1.0	0	.0	2	.6
1.0-1.4	19	9.6	4	2.6	23	6.5
1.5-1.9	63	32.0	30	19.5	93	26.5
2.0-2.4	55	27.9	36	23.4	91	25.9
2.5-2.9	36	18.3	46	29.9	82	23.3
3.0-3.4	16	8.1	25	16.2	41	11.7
3.5-3.9	6	3.0	13	8.4	19	5.4
4.0	0	.0	0	.0	0	.0
Total	197	100.0	154	100.0	351	100.0

	Men	Women	Total
Mean	2.1	2.5	2.3
Median	2.1	2.6	2.3
Mode	1.9	2.1	1.9

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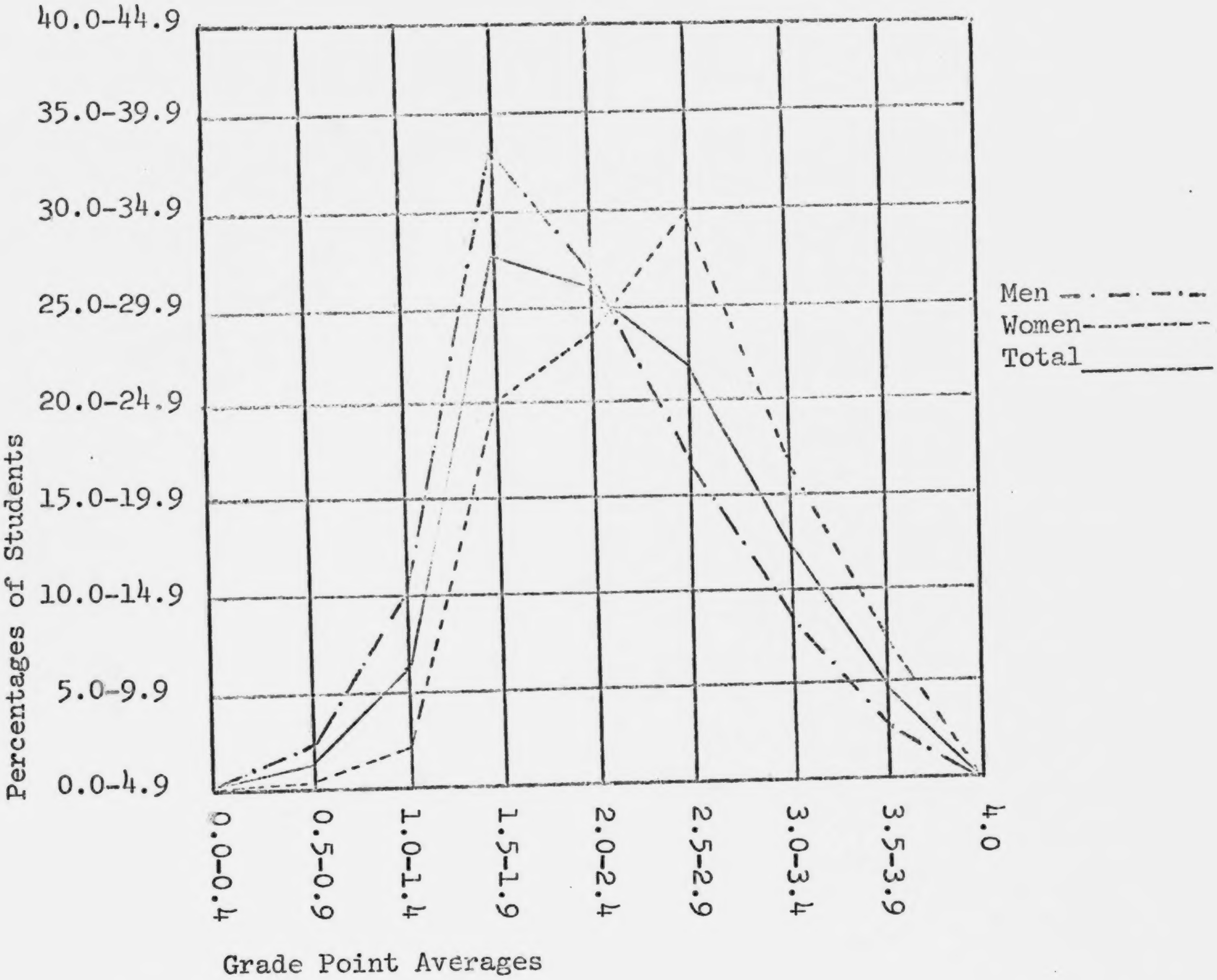
[a] One man, a graduate of high school in Hong Kong, is not included in the tabulation.

FIGURE 2

COMPARISON OF HIGH SCHOOL GRADE POINT AVERAGES FOR ENTERING MEN, WOMEN AND TOTAL CLASS



Eligibility of Students for State Colleges

It is difficult to estimate how many of the students would have been eligible as freshmen to attend a California State College as the high school grade point average is only one of two factors considered for admission.

The scores made on the ACT or the SAT, combined with the high school grade-point averages of 233 students or 66.4% of the class of (113 men and 120 women) would determine their eligibility for admission. At the state colleges students who do not have a 2.0 average are not admissable. This would exclude 84 men (42.6%) and 34 women (22.1%) a total of 118 students or 33.6% of the class from attendance as freshmen.

At the University of California admission is determined by the grades made in specific college preparatory classes taken in high school, the scores made on the SAT and scores made on achievment tests. It is, therefore, impossible to determine how many of the members of the class would have been eligible to enter the University as freshmen.

In California students have the opportunity of making up subject and grade deficiencies in the junior college, so there may be members of the class who do not now qualify for the state colleges or the University who will gain admission on graduation from Imperial Valley College.

Grades of Ethnic Groups

Many questions have been raised regarding the comparative grades made by different ethnic groups in high school. The following figures give the averages made by the entering students.

FIGURE 3

HIGH SCHOOL GRADE POINT AVERAGES ATTAINED BY ETHNIC GROUPS OF ENTERING MEN

Ethnic Groups	0.0-0.5	0.6-1.0	1.1-1.5	1.6-2.0	2.1-2.5	2.6-3.0	3.1-3.5	3.6-4.0
European-American (107)	0	4	8	32	27	16	10	3
Mexican-American (43)	0	0	11	37	40	12	0	0
Mexican (13)	0	0	38	31	8	15	8	0
East Indian (1)	0	0	100	0	0	0	0	0
Chinese (7)	0	0	0	17	0	50	33	0
Mestizo (4)	0	0	25	25	50	0	0	0
Negro (9)	0	0	45	33	22	0	0	0
Misc. (9)	0	0	0	30	40	10	20	0

Grade Point Averages

The numbers in parenthesis are the numbers of students included in the ethnic groups. The numbers of students in the smaller groups would not justify any conclusions, but they are included to complete the picture of the class.

The numbers in the chart are percents so comparisions can be made easily between the large ethnic groups.

FIGURE 4

HIGH SCHOOL GRADE POINT AVERAGES ATTAINED BY ETHNIC GROUPS OF ENTERING WOMEN

Ethnic Groups	0.0-0.5	0.6-1.0	1.1-1.5	1.6-2.0	2.1-2.5	2.6-3.0	3.1-3.5	3.6-4.0
European-American (82)	0	0	1	14	27	28	23	7
Mexican-American (39)	0	2	5	31	23	23	13	3
Mexican (14)	0	0	0	36	36	21	7	0
East Indian (1)	0	0	0	100	0	0	0	0
Chinese (3)	0	0	0	0	0	33	0	67
Mestizo (4)	0	0	0	25	50	25	0	00
Negro (6)	0	0	16	33	17	17	17	0
Misc. (2)	0	0	0	0	100	0	0	0

Grade Point Averages

The numbers in parenthesis are the numbers of students included in the ethnic groups. The numbers of students in the smaller groups would not justify any conclusions, but they are included to complete the picture of the class.

The numbers in the chart are percents so comparisons can be made easily between the large ethnic groups.

FIGURE 5

HIGH SCHOOL GRADE POINT AVERAGES ATTAINED BY ETHNIC GROUPS OF ENTERING MEN AND WOMEN

Ethnic Groups	0.0-0.5	0.6-1.0	1.1-1.5	1.6-2.0	2.1-2.5	2.6-3.0	3.1-3.5	3.6-4.0
European-American (189)	0	2	5	24	27	22	15	5
Mexican-American (82)	0	1	9	34	32	17	6	1
Mexican (27)	0	0	19	33	22	19	7	0
East Indian (2)	0	0	50	50	0	0	0	0
Chinese (10)	0	0	0	11	0	45	22	22
Mestizo (8)	0	0	12	25	50	13	0	0
Negro (15)	0	0	33	33	20	7	7	0
Misc. (11)	0	0	0	25	50	8	17	0

Grade Point Averages

The numbers in parenthesis are the numbers of students included in the ethnic groups. The numbers of students in the smaller groups would not justify any conclusions, but they are included to complete the picture of the class.

The numbers in the chart are percents so comparisons can be made easily between the large ethnic groups.

TABLE 42

COMPARISON OF HIGH SCHOOL GRADE POINT AVERAGES OF THE THREE LARGEST ETHNIC GROUPS IN THE CLASS

Group	Range	Median GPA
Men		
European-American	0.6-1.0 to 3.6-4.0	2.1-2.5
Mexican-American	1.1-1.5 to 2.6-3.0	2.1-2.5
Mexican	1.1-1.5 to 3.1-3.5	1.6-2.0
Women		
European-American	1.1-1.5 to 3.6-4.0	2.1-2.5
Mexican-American	0.6-1.0 to 3.6-4.0	2.1-2.5
Mexican	1.6-2.0 to 3.1-3.5	2.1-2.5
Total		
European-American	0.6-1.0 to 3.6-4.0	2.1-2.5
Mexican-American	0.6-1.0 to 3.6-4.0	2.1-2.5
Mexican	1.1-1.5 to 3.1-3.5	1.6-2.0

General Reactions to High School

Over half of the students (55.7%) report that they enjoyed high school very much, including the class work and the extra-curricular activities. At the other extreme, 25 (7.1%) said that they didn't enjoy high school or that they only attended because they were required to do so. Two expressed strong feelings against certain teachers or members of the administration, one did not enjoy it because he traveled too much, and another because his high school was interrupted too many times. One said that he only liked certain classes, and one said that he liked "Ditching and parties after school."

Compared with the national average of 60%,[1] there were 190 (54%) of the Imperial College freshmen who felt that their high school teachers were understanding and that they had taken a genuine interest in their personal welfare. There were 105 (29.8%) of the class who believed that their teachers had not been understanding, and 57 (16.2%) who were undecided as to their opinions. There are no ethnic patterns in the students reactions.

Sixty percent of the students felt that they were academically equal to their peers while they were in high school, 23% felt that they were sometimes superior, and 3% felt superior most of the time. Thirteen percent felt that they were inferior students in high school.

Both men and women rated personal problems as being the most pressing. In high school, more men than women were bothered with academic considerations; fewer men than women stated they, "Had no problems."

JUNIOR COLLEGE

Reasons for Attendance

The need for training for employment overshadows all other reasons for attendance at Imperial Valley College, as 289 students (82.1%) listed this as their most important reason for enrolling. This group is composed of 239 students (67.9%) who expect to prepare for a profession or a vocation, and 50 (14.2%) who wish to increase their present skills so that they can hold better jobs. On a national basis there are 71% of the college students who agree that the main reason for continuing their education is to prepare for a job that pays well.[1]

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[1] Patricia Cross, The Junior College Student: A Research Description, p. 28.

TABLE 43

REASON FOR ATTENDING JUNIOR COLLEGE

Most Important Reason	Men No.	Men %	Women No.	Women %	Total No.	Total %
Preparing for a profession	88	44.4	56	36.4	144	40.9
Preparing for a vocation or occupation	43	21.7	52	33.8	95	27.0
Increase present skills so that they can hold better job	27	13.7	23	14.9	50	14.2
Getting a basic general education	21	10.6	15	9.7	36	10.2
Avoiding the draft	7	3.6	0	.0	7	2.0
Gaining a better understanding of people	3	1.5	3	1.9	6	1.7
For my own enjoyment	3	1.5	1	.7	4	1.1
Complete requirements for high school diploma	0	.0	1	.7	1	.3
Finding a husband or wife	1	.5	0	.0	1	.3
No response	5	2.5	3	1.9	8	2.3
Total	195	100.0	154	100.0	352	100.0

There are 291 students (82.7%) who, in expressing their feelings about attending college, say thay they are glad that they have the opportunity and that they are anxious to continue their educations. Twenty of the men (5.7%) say that they would rather be enrolled in college than be drafted, and 4 men and 7 women (3.1%) admit that they would rather go to school than start to work full time. Six of the women (1.7%) say that they are attending to please their parents, 3 men and 2 women (1.4%) want to attend for social contacts, and 7 men and 2 women

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[1] *Ibid.*, pp.35

(2.6%) "Don't much care one way or the other." Ten (2.8%) did not express any feelings on the subject.

Selection of Imperial Valley College

There are 145 men and women (41.2%) who selected Imperial Valley College because it is close to their homes. This reason was given as many times as the next two reasons combined.

There are 79 students (22.4%) who chose the college because it is inexpensive. Sixty-six (18.8%) did not feel that they wanted to go away to college until later,[1] and 23 (6.5%) said that they could not qualify for the four-year college that they wished to attend. Other reasons given were that friends were attending Imperial Valley College, that scholarships were available, and that the college was near to the place of employment.

These figures can be compared with the results that have been obtained on national surveys. As reported in the Biographical Inventory data of the Comparative Guidance and Placement Program of CEEB,[2] 22% of the students attend the junior college because it is close to home and 22% attend because it is inexpensive. The SCOPE questionnaire results showed a much higher percentage of the students (46%) who chose the junior college because of its low cost.[3]

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[1] There is no other college in Imperial County which offers the freshman and sophomore years of college work.

[2] Unpublished data of the College Entrance Examination Board, cited by K. Patricia Cross in The Junior College Student, p. 34.

[3] K. Patricia Cross, The Junior College Students: A Research Description, p. 35.

Students' Sources of Information

Before enrolling at Imperial Valley College the students got their information about the institution from the following sources:

Counselors		50.0%
I.V.C. counselors when they visited the high schools	33.3%	
High School counselors	11.9%	
Personal interviews with I.V.C. counselors	4.8%	
Peer Group		38.1%
Friends	23.6%	
I.V.C. students	14.5%	
Other Sources		9.1%
Parents	2.3%	
I.V.C. instructors	1.1%	
Newspaper articles	.9%	
Other (catalog, relatives, combination of sources, etc.)	4.8%	
No Response		2.8%

Parents' Opinions Regarding College Attendance

Most of the students expect continued encouragement from their parents while they are attending college. Parental backing is strong, as 85.2% of the fathers and mothers encouraged, agreed, or insisted that the students attend.

TABLE 44

PARENTS'OPINIONS REGARDING COLLEGE ATTENDANCE

Opinion	%
Encouraged students to attend	51.3
Agreed that students should attend but did not insist	19.2
Insisted that students attend	14.7
Left the decision entirely up to the students	11.5
Did not express an opinion one way or the other	3.0
Opposed attendance	.3

Expected Satisfactions

The largest number of students, 180 (51.1%), expect to get the greatest satisfaction in college from course work in their major fields. An additional 62 students (17.6%) expect that course work in general will be most satisfying. Seventy-three students (20.7%) expect that "Self discovery" and"Self insight" will be the most gratifying. Other sources of satisfaction were given as "Social Contacts" 15 students (4.3%), "Organized extra-curricular activities" 9 students (2.6%), "Close friendships" 3 students (.9%), and "Athletics" 1 student (.2%).

Anticipated Problems

Trepidations of students as they look forward to their freshman year of college were expressed as follows.

TABLE 45

EXPECTED PROBLEM AREAS IN JUNIOR COLLEGES

Problems	Men No.	Men %	Women No.	Women %	Total No.	Total %
Academic	73	36.9	56	36.4	129	36.7
Financial	53	26.8	42	27.3	95	27.0
Personal	19	9.6	17	11.0	36	10.2
Social	9	4.5	11	7.1	30	5.7
Other (Study habits, English, dope, time, all those listed above)	2	1.0	3	1.9	5	1.4
Do not anticipate any	33	16.7	22	14.3	55	15.6
No response	9	4.5	3	2.0	12	3.4
Total	198	100.0	154	100.0	352	100.0

There has been a definite change in the problems that concern the freshmen since they completed high school. There are 22.5% more whose major problems are now financial and 16.2% more who are worried about academic success.

TABLE 46

CHANGES IN FOUR AREAS OF STUDENT CONCERN

Problems	High School No.	High School %	College No.	College %	Difference No.	Difference %
Academic	72	-20.5	129	-36.7	+ 57	+16.2
Financial	16	- 4.5	95	-27.0	+ 79	+22.5
Personal	136	-38.6	36	-10.2	-100	-28.4
Social	39	-11.1	20	- 5.7	- 19	- 5.4

EDUCATIONAL GOALS

General Objectives

Students come to junior college with many different objectives. A few have not as yet established goals but others have well defined programs that they wish to pursue.

TABLE 47

EDUCATIONAL GOALS

Goal	Men No.	Men %	Women No.	Women %	Total No.	Total %
Self improvement with no degree or certificate	14	7.1	15	9.7	29	8.2
Junior College Certificate (less than 2 years)	5	2.5	7	4.6	12	3.4
Junior College Associate degree	38	19.2	39	25.3	77	21.9
Bachelor's degree (4 years)	68	34.4	47	30.5	115	32.7
Five years of college	23	11.6	30	19.5	53	15.1
Master's degree	22	11.1	8	5.2	30	8.5
Doctor's degree (M.D., Ph.D. DDD., DVS., etc.)	19	9.6	4	2.6	23	6.5
Other (High school completion, fine arts, "until I'm content"	2	1.0	1	.6	3	.9
No goal	4	2.0	0	.0	4	1.1
No response	3	1.5	3	2.0	6	1.7
Total	198	100.0	154	100.0	352	100.0

Educational Goals and Past Academic Achievement

Judging by high school achievement, where only 40.4% of the class made a C+ or higher average, the goals that some of the students have set for themselves are unrealistically high; conversely, some students of high ability do not have goals that are commensurate with their abilities.

FIGURE 6

STATED EDUCATIONAL GOALS COMPARED WITH HIGH SCHOOL GRADE POINT AVERAGES OF ENTERING FRESHMEN MEN

Educational Goals	0.0-0.5	0.6-1.0	1.1-1.5	1.6-2.0	2.1-2.5	2.6-3.0	3.1-3.5	3.6-4.0
Self Improvement	0	0	1	4	5	3	0	1
Junior Coll. Certificate	0	0	0	3	2	0	0	0
Associate Degree	0	1	10	14	9	3	1	0
Bachelors Degree	0	2	2	17	16	9	5	1
5 Years College	0	0	3	7	9	3	0	1
Masters Degree	0	0	1	5	8	3	5	0
Doctors Degree	0	0	0	5	1	6	4	0
Other	0	1	0	3	1	2	1	0

Grade Point Averages

A comparison of the stated educational goals of individual entering freshmen men with the grade point averages made by them in the last three years of high school. (Grades in physical education and ROTC are not included in the computation.)

FIGURE 7

STATED EDUCATIONAL GOALS COMPARED WITH HIGH SCHOOL GRADE POINT AVERAGES OF ENTERING FRESHMEN WOMEN

Educational Goals	0.0-0.5	0.6-1.0	1.1-1.5	1.6-2.0	2.1-2.5	2.6-3.0	3.1-3.5	3.6-4.0
Self Improvement	0	0	2	4	7	2	0	0
Junior Coll. Certificate	0	0	0	1	0	4	1	0
Associate Degree	0	1	0	10	12	10	4	2
Bachelors Degree	0	0	1	6	12	13	12	3
5 Years College	0	0	1	7	6	5	8	1
Masters Degree	0	0	0	0	3	4	1	0
Doctors Degree	0	0	0	0	1	1	0	2
Other	0	0	0	3	0	1	0	0

Grade Point Averages

A comparison of the stated educational goals of individual entering freshmen women with the grade point averages made by them in the last three years of high school. (Grades in physical education and ROTC are not included in the computation).

FIGURE 8

STATED EDUCATIONAL GOALS COMPARED WITH HIGH SCHOOL GRADE POINT AVERAGES OF ENTERING FRESHMEN MEN AND WOMEN

Educational Goals	0.0-0.5	0.6-1.0	1.1-1.5	1.6-2.0	2.1-2.5	2.6-3.0	3.1-3.5	3.6-4.0
Self Improvement	0	0	3	8	12	5	0	1
Junior Coll. Certificate	0	0	3	3	0	4	1	0
Associate Degree	0	2	10	24	21	13	5	2
Bachelors Degree	0	2	8	28	33	22	17	4
5 Years College	0	0	4	14	15	8	8	2
Masters Degree	0	0	1	5	11	7	6	0
Doctors Degree	0	0	0	5	2	7	4	2
Other	0	1	0	6	1	3	1	0

Grade Point Averages

A comparison of the stated educational goals of individual entering freshmen students with the grade point averages made by them in the last three years of high school. (Grades in physical education and ROTC are not included in the computation.)

Educational Goals of Ethnic Groups

There has been much speculation regarding the goals that students from minority groups establish for themselves as compared to the goals established by the students from the larger ethnic divisions.

There are more European-American (68.6%) expecting to work for a bachelor's or higher degree than there are Mexican-Americans (57.3%) or Mexicans (40.7%), but more Mexican-Americans (20%) than European-Americans (15%) or Mexicans (18%) plan to complete their college work at the end of five years, the time it takes to obtain a teaching credential.

Compared to the Mexicans (41%) there are fewer Mexican-Americans (29%) and European-Americans (14%) who have set as their goals the completion of the requirements for the associate degree.

More Mexicans (11%) and Mexican-Americans (10%) than European-Americans (8%) are attending for "self improvement."

In all three groups there are more men than women working for the bachelor's or higher degrees. The differences in the percentages of men to women changes markedly within the ethnic classifications. The difference in the European-American group is 6.9%, in the Mexican-American group it is 11.5%, and in the Mexican group it is 40.1%.

In making an evaluation of the objectives of the students, factors such as economic considerations, family demands, peer pressures, past academic achievements, and individual ambitions must be considered for students within ethnic groups as well as for students of different ethnic backgrounds.

The following three figures compare the educational objectives of the entering students in the various ethnic groups.

FIGURE 9

EDUCATIONAL GOALS OF ETHNIC GROUPS OF FREHSMEN MEN

	European-American(109)	Mexican-American (43)	Mexican (13)	East Indian (1)	Chinese (7)	Mestizo (4)	Negro (9)	Misc. (9)
Self Improvement	8% (8)	9% (4)	0 8%	0	0	0	11% (1)	11% (1)
Junior Coll. Certificate	3% (3)	0	8% (1)	0	0	0	11% (1)	0
Associate Degree	13% (14)	26% (11)	31% (4)	100% (1)	14% (1)	25% (1)	55% (4)	11% (1)
Bachelors Degree	42% (45)	30% (13)	23% (3)	0	0	25% (1)	22% (2)	34% (3)
5 Years College	10% (11)	19% (4)	30% (1)	0	0	0	0	0
Masters Degree	11% (12)	9% (4)	8% (1)	0	29% (2)	50% (2)	11% (1)	0
Doctors Degree	9% (10)	5% (2)	0	0	43% (3)	0	0	11% (1)
Other	4% (4)	2% (1)	0	0	14% (1)	0	0	33% (3)

The educational goals, expressed in percents for comparison, are given for the various groups of men in the freshmen class. Numbers of students are in parenthesis. Although some groups are so small that no implications can be drawn, they are included to complete the picture of the ethnic distribution.

FIGURE 10

EDUCATIONAL GOALS OF ETHNIC GROUPS OF FRESHMEN WOMEN

	European-American (85)	Mexican-American (39)	Mexican (14)	East Indian (1)	Chinese (3)	Mestizo (4)	Negro (6)	Misc. (2)
Self Improvement	10% (8)	10% (4)	22% (3)	0	0	0	0	0
Junior Coll. Certificate	5% (4)	3% (1)	0	0	0	0	16% (1)	0
Associate Degree	16% (13)	33% (13)	50% (7)	100% (1)	0	100% (4)	17% (1)	0
Bachelors Degree	38% (31)	26% (10)	14% (2)	0	34% (1)	0	50% (3)	0
5 Years College	21% (17)	20% (8)	7% (1)	0	0	0	17% (1)	50% (1)
Masters Degree	5% (4)	5% (2)	0	0	33% (1)	1	0	50% (1)
Doctors Degree	3% (3)	0	0	0	33% (1)	0	0	0
Other	2% (2)	3% (1)	7% (1)	0	0	0	0	0

The educational goals, expressed in percents for comparison, are given for the various ethnic groups of women in the freshmen class. Numberes of students are in parenthesis. Although some groups are so small that no implications can be drawn, they are included to complete the picture of the ethnic distribution.

FIGURE 11

EDUCATIONAL GOALS OF ETHNIC GROUPS OF ENTERING STUDENTS

	European-American (194)	Mexican-American (82)	Mexican (27)	East Indian (2)	Chinese (10)	Mestizo (8)	Negro (15)	Misc. (11)
Self Improvement	8% (16)	10% (8)	11% (3)	0	0	0	7% (1)	9% (1)
Junior Coll. Certificate	4% (7)	1% (1)	4% (1)	0	0	0	13% (2)	0
Associate Degree	14% (27)	29% (24)	41% (11)	100% (2)	10% (1)	63% (5)	33% (5)	9% (1)
Bachelors Degree	40% (76)	28% (23)	18% (5)	0	10% (1)	12% (1)	33% (5)	28% (3)
5 Years College	15% (28)	20% (16)	18% (5)	0	10% (1)	25% (2)	7% (1)	9% (1)
Masters Degree	9% (16)	7% (6)	4% (1)	0	30% (3)	0	7% (1)	9% (1)
Doctors Degree	7% (13)	3% (2)	0	0	40% (4)	0	0	9% (1)
Other	3% (6)	2% (2)	4% (1)	0	10% (1)	0	0	27% (3)

The educational goals, expressed in percents for comparison, are given for the various ethnic groups of students in the freshmen class. Numbers of students are in parenthesis. Although some groups are so small that no implications can be drawn, they are included to complete the picture of the ethnic distribution.

Majors

The choice of a college major presents a problem to 14.5% of the freshmen who have not even tentatively decided on their fields of specialization. More men than women are undecided.

Judging from studies by Knoeel and Medsker on junior college transfer students,[1] this is a low number when compared to 25% of the transferring students who had not decided on a major. The problem, however, is pressing for the vocational-technical student as his time for preparation for his occupation is limited.

TABLE 48

DECISION ON COLLEGE MAJOR

Decision	Men		Women		Total	
	No.	%	No.	%	No.	%
Definitely decided	50	25.2	62	40.3	112	31.8
Tentatively decided	113	57.1	76	49.3	189	53.7
Not decided, even tentatively	35	17.7	16	10.4	51	14.5
Total	198	100.0	154	100.0	352	100.0

There are 110 of the students who say that they decided on their majors within the last six months; there are 21 who chose their majors more than four years ago; the rest made their decisions at times that are approximately equally divided between the intervening years. Most of the students considered two or three fields before making a decision. Almost two-thirds of the group said that they chose their majors because they had been interested in the subject for a long time. Other reasons for the choices included social prestige, pressure from the parents, sudden interest, diversity of work, and personal feelings.

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[1] D.M. Knoell and L.L. Medsker, Articulation between Two-year and Four-year Colleges, 1946.

Parental reaction to the choice of the major is positive in 68.5% of the cases. Ten percent of the students in the class say that their parents are indifferent to their choices; 4.3% say that their parents are not aware of the choices; and 1.4% of the students say that their parents disapprove of their choices. The rest of the students have either not selected a major or did not reply to the question.

TABLE 49

MAJORS SELECTED

Major	Men No.	Men %	Women No.	Women %	Total No.	Total %
Business, (Accounting, Bookkeeping, Business Administration, Clerical Management, Secretarial, etc.)	41	20.7	39	25.3	80	22.7
Social Science (Anthropology, Econcomics, History, Geography, Political Science, Sociology, etc.)	18	9.1	23	14.9	41	11.6
Engineering	26	13.1	0	.0	26	7.4
Agriculture	16	8.1	0	.0	16	4.5
Art	4	2.0	10	6.5	14	4.0
Physical Education (P.E., Recreation, etc.)	6	3.0	8	5.2	14	4.0
Law Enforcement	12	6.1	1	.7	13	3.7
Nursing	0	.0	13	8.4	13	3.7
English	2	1.0	9	5.8	11	3.1
Auto Technology	8	4.1	2	1.3	10	2.8
Pre-professional (Pre-dental, pre-legal, Pre-med, Pre-Optometry, etc.)	6	3.0	3	2.0	9	2.6
Psychology	4	2.0	4	2.6	8	2.3
Foreign Language	2	1.0	3	2.0	5	1.4
Music	2	1.0	2	1.3	4	1.1
Physical Science (Astronomy, Chemistry Geology, Physics, etc.)	2	1.0	1	.7	3	.9
Other (Biology, Drama, Interior Decoration, Library Science, Home Economics, Mathematics, etc.)	18	9.1	18	11.7	36	10.3
Not selected a major	23	11.6	13	8.4	36	10.3
No response	8	4.1	5	3.2	13	3.8
Total	198	100.0	154	100.0	352	100.0

ASPIRATIONS

Almost two-thirds of the students (61.4%) have made a definite or a tentative choice of the occupation or profession that they wish to follow. More women than men have made a definite decision. Over a fourth of the students (28.4%), although they have no made a decision, have narrowed their choices to a few occupations.

TABLE 50

OCCUPATIONAL DECISIONS COMPLETED

Choice Made	Men No.	Men %	Women No.	Women %	Total No.	Total %
Yes, definitely	52	26.3	70	45.5	122	34.7
Yes, tentatively	53	26.8	41	26.6	94	26.7
No, but have narrowed the choice to a few	66	33.3	34	22.1	100	28.4
No	26	13.1	7	4.5	33	9.3
No response	1	.5	2	1.3	3	.9
Total	198	100.0	154	100.0	352	100.0

The range of occupational choices of the students is very wide. It reflects the overall objectives and philospphy of the junior college which strives to offer training to students who expect to complete courses of training that are very short in duration through the range of students who wish training of increasing length. Many wish to complete the first two years in a program that will require extended preparation for the chosen professions.

TABLE 51

RANGE OF OCCUPATIONAL CHOICES

Accountant
Actor
Agriculturist
Airline Stewardess
Animal Husbandryman
Architect
Artist
Attorney
Auto Mechanic
Barber
Biologist
Bookkeeper
Broadcaster
Business Administrator
Builder
Highway Patrol Officer
Cartoonist
Clerk
Clerk Typist
Coach
Counselor
Computer Programmer
Conservationist
Credit Manager
Data Processor
Dentist
Dental Assistant
Dietician
Draftsman
Electrician
Engineer
Entomologist
Fire Fighter
Home Economist
Housewife
Interior Decorator
Jet Technician
Juvenile Officer
Law Enforcement Officer
Licensed Vocational Nurse
Librarian
Marine Biologist
Office Owrker
Pilot
Psychologist
Notary Public
Registered Nurse
Rancher
Realator
Receptionist
Salesman
Secretary
Secretary, Legal
Secretary, Medical
Teacher, Elementary
Teacher, Secondary
Teacher, College
Veterinarian

SUMMARY

Imperial Valley College is a small public junior college in a unique setting. It is located in a rich agricultural district which is nestled in the center of the vast Colorado Desert in Southern California. It is in an area where there has been a blending of cultures and the survival of many of the qualities of the pioneers who developed the desert into the fifth most productive county in the nation in less than three-quarters of a century.

The purpose of this study is to present a comprehensive picture of the freshmen students so that the counselors, faculty members, and administrators may better understand and meet their needs. The findings should also assist the college staff in decisiion making. The escalating enrollment, the annual additions of faculty members who are not familiar with the unusual, isolated desert community and its students, the need to present meaningful materials in vocational and educational counseling and instruction, and the need to better understand students' personal problems all contribute to the necessity of the study. It should also serve as a basis for future research. To present the greatest amount of information in condensed form and to facilitate future use of the information gathered, much of the presentation is in the form of tabulations.

GENERAL CHARACTERISTICS

The class is composed of 352 members; 56% are men and 44% are women. The students' average age is 18, and although the range is from 16 to 46, 94% are 19 or younger. Fifty-seven percent of the students were born in Imperial Valley; 9% are foreign born. Seventy-three percent have lived in Imperial Valley for at least 13 years, the length of time that it normally takes to go from kindergarden through high school. The population of the Valley is a seemingly well-amalgamated mixture of races and ethnic groups that have been enriched by the blending of cultures. There is a predominance of European-Americans and Mexican-Americans. Roughly, 90% of the freshmen are of the Caucasoid race, 4% are Negroid, 3% are Mongoloid and 3% are of mixed races. By color, the students would be classified as 58% white, 35% brown, 4% black and 3% yellow. Ninety-three percent are citizens of the United States. Others hold citizenship in Mexico, Canada, India and Switzerland. Geographically, the students come from the cities, the towns, the rural areas, from the mountains west of the County, and from across the Mexican border. Some drive a distance of 60 miles to reach the campus.

FAMILY COMPOSITION

Twenty percent of the parents were born outside of the United States in 16 countries. In contrast to the 2% national average, 28% of the class have one or both parents who are foreign born. There are 86% of the parents who are citizens of the United States; the rest hold citizenship in 7 other countries. Eleven percent of the parents received college degrees ranging from the A.A. to the doctorate; 51% did not complete high school; 2% did not attend any school. Family ties are strong; 99% of the students live with their families or relatives. The number of siblings ranges from none to fourteen. Seventy-seven percent of the students speak English as the first language in the home; only 57% speak English exclusively. There are ten different foreign languages used in the homes, the most prevalent being Spanish which is spoken by 38% of the students either as the first or the second language. Both parents of 88% of the students are living; 8% of the parents are divorced, a figure under the national average.

ECONOMIC CONSIDERATIONS

Seventy-seven percent of the fathers fall into three occupational groups of approximately the same size: unskilled or semiskilled workers, skilled workers, and owners or managers of businesses or farms. Nine percent are employed as office workers and salesmen, 8% have professional positions. The number of mothers employed, 41% falls far below the national average of 77%, and probably reflects both the customs of the ethnic groups and the size of the families. Those employed hold positions that range from the unskilled to the professional. The incomes of the parents are reported as ranging from less than $3,000 to over $30,000. Eighty-two percent of the men and 58% of the women students expect to work while attending college. Thirty-five percent expect to contribute to the family expenses each week. Thirty-three percent have made purchases on time (the primary purchase being a car for college transportation), and payments are so high for some that they will be burdensome and probably necessitate students dropping classes. Over half of the students expect that their main source of income will be from their parents; 25% will depend upon their own jobs for their main source of revenue. Savings, scholarships and loans will help others. Fifteen percent of the class expect government assistance, either from Social Security, welfare, veterans' benefits, unemployment or disability benefits.

CULTURAL BACKGROUND

Last year 70% of the students attended from one to three concerts, lectures, or plays; 6% attended more than one each month. Twelve percent of the class do not travel outside of the Valley, but 26% travel freely and leave the Valley at least ten times each year. The travel in itself is not important, but the opportunities to participate in experiences outside of the isolated community are very significant. While in high school less than half of the students belonged to any community organizations. More students found identification with groups that were within the schools, as 72% participated in school sponsored activities. Religious interest is high. Compared with the national average of 64%, there are 87% of the students who are affiliated with religious organizations. There are more Catholics than Protestants. Church attendance is high with 43% attending at least once a week.

EDUCATIONAL FOUNDATIONS

The number of high school graduates in the class, 96%, is approximately double the number of the parents who graduated from high school. Their grades ranged from averages of D- to A- with 66% earning a C average or higher. The need for training for employment overshadowed all other reasons for the students' attending college. Forty-one percent selected Imperial Valley College because it was close to home, 25% because it was inexpensive, and 19% because they did not feel that they wanted to go away to college until later. Parental backing is strong, as 85% of the parents insisted, encouraged, or agreed that the students should gain a higher education. There have been definite changes in the problems of the students between high school and junior college. Twenty-three percent more are now concerned with finances, and 16% more are worried about academic success. Twelve percent of the students expect to follow programs taking less than two years; 22% are working for junior college degrees; 33% want to work for four-year degrees, and 30% expect to complete more than four years of college. High school achievement would indicate that the goals of some are unrealistically high, while some of high ability do not have goals that are commensurate with their abilities. A comparison of the larger ethnic groups shows that there are more European-Americans who expect to work for college degrees, but that there are more Mexican-Americans who plan to complete five years of college. Thirty-two percent of the students have definitely decided on majors; 54% have made a tentative decision. Sixty-one percent of the students have made an occupational choice, and another 28% have narrowed their choices to a few fields. The range of vocations is great and reflects the overall objectives and philosophy of the junior college.

The most compelling attribute of the class is the dynamic blending of the rich heritage that the members bring from many cultures coupled with the disregard of superficialities. The problems that exist cross racial and ethnic lines. One of the most optimistic findings is the dramatic improvement that has been made in the education of the students compared with the formal education of their parents. If students can blend the contributions of their opportunities with the staunch pioneer attributes that have made their parents successful under very difficult conditions, the future of the Valley and of the college holds great promise.

The needs of these students present a tremendous and extraordinary challenge from the standpoints of economic, cultural and educational considerations.

RECOMMENDATIONS

1. That follow-up studies be made of the students who entered Imperial Valley College in the fall of 1968. Such studies might include the following; (1) "drop-outs," "drop-backs," and "skip attenders;" (2) students' attainment of expressed goals or changes in these goals; (3) differences (if any) in the progress of students from the major ethnic groups; (4) the comparison of high school and college attainments; (4) the vocational success of students who receive Certificates; (5) the occupational adjustment of students who complete their formal college with the attainment of the associate degree; and (6) studies of the transfer student.
2. That a similar demographic study be made of the part-time student at the college to (1) define his characteristics and needs, and (2) to establish points of reference for the refinement of evaluations of this part of the student body.
3. That evaluations be made of current practices at the college to ascertain if students' needs, as reflected in the demographic study, are being met in the best ways possible under exisitng circumstances.
4. That the study of the problems of the bilingual students be continued and intensified so that bilingual students can capitalize on their advantages as bilinguals and remedy any limitations that have developed as a result of language problems.
5. That every effort be made to preserve and foster the blending of the cultures and the appreciation that is felt for the contributions of each ethnic group from which the students come.
6. That efforts continue to further the interest of the students in cultural events of all kinds.
7. That attention be continued in the area of student transportation.
8. That time be allowed in the assignments of staff members so that effective research can be completed.

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APPENDIX

IMPERIAL VALLEY COLLEGE
Counseling Department
Fall, 1968

TO: All freshmen full-time students who are attending college for the first time in the fall semester of 1968

FROM: Ruth V. Novak, Dean of Counseling

SUBJECT: Freshman Questionnaire

We are making a survey of the entering freshmen day students. The purpose of the study is to present a picture of the beginning full-time 1968 freshmen so that the counselors, faculty members, administrators and student leaders may better understand and meet the needs of the students. The findings will also assist the college staff in decision making.

Will you please complete the attached questionnaire if

1. You will be carrying a minimum of 12 units in day classes or a combination of day and evening classes, and if
2. You will be attending college for the first time in the fall semester, 1968.

If you have questions, the counselor or student assistant administering the questionnaire will be glad to help you.

PLEASE BE FRANK AND TRUTHFUL IN ANSWERING ALL QUESTIONS!

Thank you for your time and help.

Imperial Valley College

FRESHMAN QUESTIONNAIRE

Do not write your name on the questionnaire. However, so that we will be able to make follow-up studies if they are desired, we need a pseudonym which you will be able to remember at a later date. Will you write the maiden name of your mother (last name only) and your middle name (if you have none, use your natural father's first name) on the following line.

______________________________ , ______________________________

Print your mother's maiden name (Last name only) — Print your middle name

DIRECTIONS

1. Read each question and all of the suggested answers.
2. Select the answer that is most appropriate and write its number in the space provided at the right.
3. If the answer that you select is followed by the word "List," give the information requested on the line provided and also put the number of this answer in the space provided at the right of the page.
4. Work quickly but accurately. There are no right or wrong answers.
5. BE FRANK AND TRUTHFUL AND ANSWER ALL QUESTIONS TO THE BEST OF YOUR ABILITY.

---

1. What is your sex? 1.________

   1. Male
   2. Female

2-3. What was your age on September 9, 1968? 2-3.________

   1. Seventeen
   2. Eighteen
   3. Nineteen
   4. Twenty
   5. Twenty-one
   6. Twenty-two
   7. Twenty-three
   8. Twenty-four
   9. Twenty-five
   10. Twenty-six
   11. Twenty-seven
   12. Twenty-eight
   13. Twenty-nine
   14. Thirty
   15. Thirty-one to thirty-five
   16. Thirty-six to forty
   17. Forty-one to forty-five
   18. Forty-six or more

4. What is your marital status? 4.________

   1. Single
   2. Married
   3. Separated
   4. Divorced
   5. Widowed

5. How many children do you have? 5.________

   1. None
   2. One
   3. Two
   4. Three
   5. Four
   6. Five
   7. Six
   8. Seven
   9. More than seven (List________)

6-7. Where do you live? 6-7.________

1. Brawley
2. Calexico
3. Calipatria
4. El Centro
5. Heber
6. Holtville
7. Imperial
8. Mexicali
9. Niland
10. Ocotillo
11. Plaster City
12. San Pasqual
13. Seeley
14. Westmoreland
15. In Imperial County
outside any city limits
16. Other
(List________________)

8. How long have you lived in the Imperial-Mexicali Valley? 8.________

1. All of my life
2. Over 15 years, but
not all of my life
3. From 13-15 years
4. From 10-12 years
5. From 7-9 years
6. From 4-6 years
7. From 1-3 years
8. Less than 1 year

9. Where were you born? 9.________

1. Imperial County
2. California, other than
Imperial County
3. United States, other
than California
4. Canada
5. China
6. India
7. Mexico
8. Switzerland
9. Other
(List________________)

10. Where was your natural father born? 10.________

1. California
2. United States, other
than California
3. Canada
4. China
5. India
6. Mexico
7. Switzerland
8. Other
(List________________)

11. Where was your natural mother born? 11.________

1. California
2. United States, other
than California
3. Canada
4. China
5. India
6. Mexico
7. Switzerland
8. Other
(List________________)

12. Of what country are you a citizen? 12.________

1. United States
2. Canada
3. China
4. India
5. Mexico
6. Switzerland
7. Other
(List________________)

13. Of what country is (or was at the time of his death) your natural father a citizen? 13.________

1. United States
2. Canada
3. China
4. India
5. Mexico
6. Switzerland
7. Other
(List________________)

14. Of what country is (or was at the time of her death) your natural mother a citizen? 14.________

1. United States
2. Canada
3. China
4. India
5. Mexico
6. Switzerland
7. Other
   (List________________)

15. To what racial or ethnic group do you belong? 15.________

Caucasian
   1. European, European-American, etc.
   2. Mexican-American
   3. Mexican
   4. East Indian

Mongoloid
   5. Chinese
   6. Filipino
   7. Mestizo (Mexican-Chinese, Mexican-Filipino)

Negroid
   8. Negro

Other subclassification or combination
   9. (List_____________)

16. With whom do you live? 16.________

1. Natural father and mother
2. Natural father and stepmother
3. Natural mother and stepfather
4. Father
5. Mother
6. Wife or husband
7. Self
8. Friends
9. Other
   (List________________)

17. Which of the following describes the place in which you live? 17.________

1. Rented house
2. Rented apartment
3. Rented room
4. Trailer
5. House supplied by my parent's employer
6. House that my parents own or are buying
7. House that my spouse and I own or are buying
8. Other (List____)

18. Are your natural parents 18.________

1. Both living
2. Mother deceased
3. Father deceased
4. Both father and mother deceased
5. Don't know if they are living

19. What is the marital status of your natural parents? 19.________

1. Living together
2. Separated
3. Divorced and neither remarried
4. Divorced and father remarried
5. Divorced and mother remarried
6. Divorced and both remarried
7. One deceased and other remarried
8. One deceased and other not remarried
9. Both deceased

20. How many brothers and/or sisters do you have? 20.________

1. None
2. One
3. Two
4. Three
5. Four
6. Five
7. Six
8. Seven
9. More than seven
(List__________________)

21. Which child were you in the family? 21.________

1. First
2. Second
3. Third
4. Fourth
5. Fifth
6. Sixth
7. Seventh
8. Eighth
9. More than eighth
(List__________________)

22. How many of your brothers and sisters are living at home? 22.________

1. None
2. One
3. Two
4. Three
5. Four
6. Five
7. Six
8. More than six
(List__________________)

23. What language is spoken most often in your home? 23.________

1. English
2. Spanish
3. Swiss
4. Chinese
5. Hindustani
6. Other
(List__________________)

24. What language is spoken as a second language in your home? 24.________

1. None
2. English
3. Spanish
4. Swiss
5. Chinese
6. Hindustani
7. Other
(List__________________)

25. What high school did you attend? 25.________

1. None
2. Brawley
3. Calexico
4. Calipatria
5. El Centro
6. Holtville
7. Imperial
8. San Pasqual
9. Other
(List__________________)

26. How many years of high school did you complete? 26.________

1. Four (graduate)
2. Three
3. Two
4. One
5. None
6. Does not apply as I attended all or part of secondary school in a foreign country

27. How much education did your natural father have? 27.________

    1. Some grade school
    2. Finished grade school
    3. Some high school
    4. Finished high school
    5. Some college
    6. Received a degree from a junior college
    7. Received a degree from a four-year college
    8. Received a graduate or professional degree
    9. Other (List________________)

28. How much education did your natural mother have? 28.________

    1. Some grade school
    2. Finished grade school
    3. Some high school
    4. Finished high school
    5. Some college
    6. Received a degree from a junior college
    7. Received a degree from a four-year college
    8. Received a graduate or professional degree
    9. Other (List________________)

29. Which of the following best describes the occupation that your father follows (or followed if he is deceased)? 29.________

    1. Unskilled or semi-skilled worker
    2. Skilled worker (Work which requires special training such as mechanic, technician, etc.)
    3. Salesman
    4. Office worker
    5. Owner or manager of a business, farm or ranch
    6. Profession requiring a bachelor's degree
    7. Profession requiring an advanced college degree
    8. Retired

30. Which of the following best describes the occupation that your mother follows (or followed if she is deceased)? 30.________

    1. Housewife
    2. Unskilled or semi-skilled worker
    3. Skilled worker (Work which requires special training such as beauty operator, vocational nurse, etc.)
    4. Saleswoman
    5. Office worker
    6. Owner or manager of a business, farm or ranch
    7. Profession requiring a bachelor's degree
    8. Profession requiring an advanced degree

31. Approximately how much is your father's average yearly income before taxes? 31.________

    1. Less than $3,000
    2. Between $3,000 and $4,999
    3. Between $5,000 and $6,999
    4. Between $7,000 and $8,999
    5. Between $9,000 and $10,999
    6. Between $11,000 and $12,999
    7. Between $13,000 and $14,999
    8. $15,000 or more (List________________)
    9. Does not apply (Father not living, etc.)

32. Approximately how much is your mother's average yearly income before taxes? 32.________

1. None
2. Less than $3,000
3. Between $3,000 and $4,999
4. Between $5,000 and $6,999
5. Between $7,000 and $8,999
6. Between $9,000 and $10,999
7. Between $11,000 and $12,999
8. $13,000 or more (List________________)
9. Does not apply (Mother not living, etc.)

33. From what government source do you expect to receive financial help this year? 33.________

1. None
2. G.I. Bill (Benefits to me as a veteran)
3. Veteran's Bill (Son or daughter of a deceased or disabled veteran)
4. Disability benefits
5. Social Security benefits
6. Welfare
7. Other (List________________________)

34. What is your expected main source of financial support this year? 34.________

1. Parent(s)
2. Wife or husband
3. Job
4. Scholarship
5. Loan
6. Previous personal earnings or savings
7. Government (G.I. Bill, Veterans Benefits, Welfare, etc.)
8. Trust fund, insurance, etc.
9. Other (List______________)

35. What is your military status? 35.________

1. Veteran (Man)
2. Veteran (Woman)
3. Member of the Reserve or National Guard
4. Would be subject to the draft if not in college
5. Not subject to the draft (Woman student, over draft age, under draft age, refugee, foreign student, classified 4-F, etc.)
6. Other (List________________________________)

36. How does your father feel about your attending college? 36.________

1. Insisted that I attend
2. Encouraged me to attend
3. Agreed that I should attend but did not insist
4. Left the decision entirely up to me
5. Hasn't expressed an opinion one way or the other
6. Doesn't apply (Father not living, etc.)
7. Other (List________________________________)

37. How does your mother feel about your attending college? 37.________

1. Insisted that I attend
2. Encouraged me to attend
3. Agreed that I should attend but did not insist
4. Left the decision entirely up to me
5. Hasn't expressed an opinion one way or the other
6. Doesn't apply (Mother not living, etc.)
7. Other (List____)

38. How do you feel about attending college? 38.________

1. Don't much care one way or the other
2. Rather attend than start to work full time
3. Rather attend than be drafted
4. I'm just attending to please my parents
5. Want to attend for the social contacts
6. I'm glad that I have the opportunity to attend
7. Other (List____)

39. Which one of the following is the most important reason for your attending college? 39.________

1. Getting a basic general education
2. Increase present skills so that I can hold a better job
3. Preparing for a vocation or occupation
4. Preparing for a profession
5. Avoiding the draft
6. Finding a husband or wife
7. Gaining a better understanding of people
8. For my own enjoyment
9. Other (List____)

40. What is your educational goal? 40.________

1. Self improvement with no degree or certificate
2. Junior College Certificate (Less than 2 years)
3. Junior College Associate Degree (2 years)
4. Bachelor's degree (4 years)
5. Five years of college
6. Master's degree
7. Doctor's degree (M.D., Ph.D., D.D., etc.)
8. Other (List____)

41. What is the most important factor which influenced your choice of Imperial Valley College as the school you wished to attend? 41.________

1. Inexpensive
2. Near home
3. Near my job
4. Friends were going to attend
5. Scholarship was offered
6. Didn't feel that I wanted to go away to college until later
7. Couldn't qualify for a four-year college I wished to attend
8. Other (List____)

42. From what single source did you gain the greatest amount of information about Imperial Valley College before you enrolled? 42.________

1. Friends
2. High school counselors
3. I.V.C. counselors when they visited my high school
4. Personal interviews with I.V.C. counselors
5. I.V.C. students
6. I.V.C. instructors
7. Newspaper articles
8. Parents
9. Other (List________________________________)

43. Which one of the following do you expect will give you the greatest satisfaction in college? 43.________

1. Course work in general
2. Course work in my major field
3. Organized extra-curricular activities
4. Social contacts
5. Close friendships
6. Self discovery, self-insight
7. Other (List________________________________)

44. Have you decided on your college major? 44.________

1. Yes, definitely
2. Yes, tentatively
3. No, not even tentatively

45-46. What is your college major? (Definitely or tentatively) 45-46.________

1. Agriculture
2. Art
3. Auto Technology
4. Business (Accounting, Bookkeeping, Business Administration, Clerical, Management, Secretarial, etc.)
5. Engineering
6. English
7. Foreign Language
8. Law Enforcement
9. Mathematics
10. Music
11. Nursing (L.V.N., R.N.)
12. Physical Education (P.E., Recreation, etc.)
13. Physical Science (Astronomy, Chemistry, Geology, Physics, etc.
14. Pre-Professional, Pre-Dental, Pre-Legal, Pre-Med, Pre-Optometry, etc.)
15. Psychology
16. Social Science (Anthropology, Economics, History, Geography, Political Science, Sociology, etc.)
17. Other (List________________________________)
18. Have not selected a major

47. When did you choose your major? (Definitely or tentatively) 47.________
    1. In the past six months
    2. Between six months and a year ago
    3. About a year ago
    4. About two years ago
    5. Between two and four years ago
    6. More than four years ago
    7. Have not decided on a major

48. How many fields did you consider before choosing your major? 48.________
    1. One -- the only field that ever really interested me
    2. Two
    3. Three
    4. Four or more
    5. Have not decided on a major

49. Why did you select your major? 49.________
    1. Financial rewards
    2. Pressure from parents
    3. Social prestige
    4. Have long been interested in the subject
    5. Friends registered for the curriculum
    6. Suggested by the counselor
    7. Other (List__________________________________)
    8. Have not selected a major

50. What is your parents' reaction to your choice of a major? 50.________
    1. Strongly approve
    2. Mildly approve
    3. Are indifferent
    4. Disapprove of the choice somewhat
    5. Strongly disapprove
    6. Although I am living at home they are not aware of my choice
    7. Other (List__________________________________)
    8. Have not selected a major
    9. Doesn't apply (Parents not living, etc.)

51. What were your general reactions to your high school experiences? 51.________
    1. I enjoyed them very much -- including class work and the extra-curricular activities
    2. I enjoyed the class work but not the extra-curricular activities
    3. I enjoyed the extra-curricular activities but in general didn't like classes
    4. I have no strong feelings one way or the other
    5. I didn't enjoy high school
    6. I only attended high school because I was required to do so
    7. Other (List__________________________________)

52. How many different student clubs or activities (speech teams, plays, athletic teams, etc.) did you participate in the last year you attended high school? 52.________

1. None
2. One
3. Two
4. Three
5. Four
6. Five
7. Six
8. More than six
   (List________________)

53. How many offices did you hold in school organizations during your last year in high school? 53.________

1. None
2. One
3. Two
4. Three
5. Four
6. Five
7. Six
8. More than six
   (List________________)

54. How many organizations outside of school (Church groups, community service organizations, clubs, etc.) did you participate in during your last year of attendance at high school? 54.________

1. None
2. One
3. Two
4. Three
5. Four
6. More than four
   (List________________)

55. React to the following: "In high school most teachers took genuine interest in my personal welfare." 55.________

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. Undecided

56. Compared to the other students in your classes do you feel that you are academically 56.________

1. Superior most of the time
2. Superior sometimes
3. Equal most of the time
4. Inferior sometimes
5. Inferior most of the time

57. How would you classify most of your problems in high school? 57.________

1. Academic
2. Social
3. Financial
4. Personal
5. Other
   (List________________)
6. Had no problems

58. What do you anticipate will be your greatest problems in college? 58.________

1. Academic
2. Social
3. Financial
4. Personal
5. Other
   (List________________)
6. Do not anticipate any

59. Have you decided on the occupation you would like to follow after college? 59.________

1. Yes, definitely (List________________________)
2. Yes, tentatively (List________________________)
3. No, but I have narrowed the choice to a few
4. No

60. Which of the following would you rate as the most important feature of the ideal job? 60.________

1. Makes use of one's special abilities
2. Permits one to be creative and original
3. Is permanent and secure
4. Gives a chance to earn a good deal of money
5. Provides an opportunity to be of service to others
6. Offers the opportunity for advancement
7. Other (List________________________________)

61. On the average, how many hours per week were you employed during the last year you attended high school? 61.________

1. None
2. Four or less
3. Five to six
4. Seven to eight
5. Nine to ten
6. Eleven to twelve
7. Thirteen to fourteen
8. Fifteen to sixteen
9. More than sixteen (List____________)

62. How many hours do you expect to be employed each week during this semester? 62.________

1. None
2. One to five
3. Six to ten
4. Eleven to fifteen
5. Sixteen to twenty
6. Twenty-one to twenty-five
7. Twenty-six to thirty
8. Thirty-one to thirty-five
9. More than thirty-five (List____________)

63. Approximately how much do you expect to earn each week during the semester? 63.________

1. None
2. $1 to $10
3. $11 to $20
4. $21 to $30
5. $31 to $40
6. $41 to $50
7. $51 to $60
8. $61 to $70
9. Over $70 (List____________)

64. If you are working, approximately how much do you expect to contribute to the expenses of the rest of your family during the average week? 64.________

1. None
2. $1 to $5
3. $6 to $10
4. $11 to $15
5. $16 to $20
6. $21 to $25
7. $26 to $30
8. Over $30
9. Does not apply as I am not working

65. How much are you personally obligated to make in regular monthly payments on your car and/or on other purchases made on time? 65.________

1. Nothing
2. $1 to $15
3. $16 to $30
4. $31 to $40
5. $41 to $45
6. $46 to $60
7. $61 to $75
8. More than $75
   (List________________)

66. How do you come to Imperial Valley College? 66.________

1. Drive my own car
2. Drive my parent's car
3. Come in a car pool
4. Come by motor bike
5. Other
   (List________________)

67. In your opinion what is your parents' reaction to the social customs and behavior of today's youth? 67.________

1. They strongly object and try to make changes.
2. They strongly object but feel that there is nothing that they can do
3. They like some customs and object to others
4. They seldom express an opinion
5. They "could care less"
6. Doesn't apply (Parents not living, etc.)
7. Other (List________________________________)

68. What is your attitude toward the use of drugs for other than medical purposes? 68.________

1. Strongly disapprove and express my opinion
2. Strongly disapprove but say little on the subject
3. Disapprove and will not take any, but will tolerate their use by others
4. Disapprove but sometimes feel that I am forced by social situations to take them
5. I take them but think that I may be harming myself
6. I like to experiment with them and feel it's my own business

69. Have you ever smoked marijuana? 69.________

1. No
2. Once
3. A few times
4. Fairly often
5. Often

70. Have you ever taken drugs "just for kicks" or "just to be sociable" or "just because others were taking them" etc.? 70.________

1. No
2. Once
3. A few times
4. Fairly often
5. Often

71. What is your usual custom regarding the use of alcohol? 71.________

1. I do not attend functions where it is served
2. I choose a coke or other soft drink instead of anything stronger
3. I drink beer occasionally to be sociable but never drink anything stronger
4. I enjoy a mixed drink occasionally but do not drink beer
5. I drink beer or mixed drinks occasionally
6. I drink alcoholic beverages about once or twice a week
7. I enjoy drinking more than twice a week
8. I may be drinking to excess
9. Other (List________________________________)

72. Approximately how often each year do you travel outside of the Imperial-Mexicali Valley? 72.________

1. Usually not at all
2. One or two times
3. Three or four times
4. Five or six times
5. Seven or eight times
6. Eight or nine times
7. Ten or more times

73. Which one of the following recreational activities do you participate in most frequently? 73.________

1. Attend athletic events
2. Participate in organized or informal athletics
3. Watch TV
4. Go Boating
5. Read magazines and/or books
6. Go camping, hiking or rock-hounding
7. Do hand or craft work (Leather tooling, painting, carpentry, sewing, knitting, etc.)
8. Go driving
9. Other (List________________________________)

74. How many hours do you spend watching TV in an average week? 74.________

1. None
2. One to five
3. Six to ten
4. Eleven to fifteen
5. Sixteen to twenty
6. Twenty-one to twenty-five
7. Twenty-six to thirty
8. More than thirty

75. Last year how many hours did you spend each week doing reading that was not required? 75.________

1. None
2. One to two
3. Three to four
4. Five to six
5. Seven to eight
6. Nine to ten
7. Eleven to twelve
8. Thirteen to fourteen
9. Fifteen or more

76. Last year approximately how many times did you attend lectures, plays, concerts and other similar events?

76._______

1. One or two
2. Three or four
3. Five or six
4. Seven or eight
5. Nine or ten
6. Eleven or twelve
7. Thirteen or fourteen
8. Fifteen or sixteen
9. More than sixteen

77. Last year how frequently did you go out on dates?

77._______

1. Less than once a month
2. About once a month
3. About twice a month
4. About once a week
5. About twice a week
6. Three or more times a week
7. Doesn't apply (Married, on military duty overseas, etc.)

78. With what religious group are you affiliated?

78._______

1. None
2. Catholic
3. Protestant (List_______________)
4. Jewish
6. Hindu
7. Buddist
8. Other (List_______________)

79. How frequently do you attend church?

79._______

1. Not at all
2. Once or twice a year
3. About once a month
4. About twice a month
5. About once a week
6. More than once a week

80. What was your high school grade point average (excluding P.E. and R.O.T.C.) for the sophomore through the senior year?

80. 1.70
4

This number will be provided for you from your official high school transcript.